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NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

Farewell

THE Editorial Staff of the *Modern Language Journal* can with satisfaction report like real soldiers: "mission accomplished." We have each and every one given our best during the trying years of the war period. We tried to live up to the standards and ideals not only of the Federation but also of our predecessors. All sections of the country, all the languages traditionally taught on all levels of instruction and even the new comers like Portuguese, Russian, Hebrew, all shades of opinions were represented in the *Journal*.

We have, however, especially emphasized the teaching of foreign languages in the high schools where the American students should really start them so that they might pursue the study over a sufficient period of time. Too many of our language instructors are reduced to teaching beginning language in institutions of higher learning and not enough have been helped to develop future language specialists. Furthermore, unless foreign language instruction is more actively encouraged in the secondary schools, many of our high school graduates will be deprived of the opportunity to learn a foreign tongue. This would be most unfortunate since the U.S.A., by reason of its increasingly far-flung international interests in diplomacy, industry, commerce, finance, intellectual and social relations, will need thousands of citizens capable of communicating with people of many languages. Our slogan should be as it really is among our foreign neighbors: *help a greater and greater number of our students to acquire the mastery of one or more foreign languages over and above the mastery of any field of specialization.*

The Managing Editor cannot refrain here from expressing his deepest thanks to our readers, our colleagues in and out of the National Federation, for their loyal support. We are also indebted to our many contributors who sent us their articles so generously, thereby upholding the standard of the publication.

But there are several of our co-workers who deserve special commendation. They gave the *Journal* a greater amount of service and devotion than could have been reasonably expected. Special thanks, therefore, to Miss Cybèle Pomerance, the Assistant to the Managing Editor, for her unflinching efforts and most valuable help in setting up each issue and carrying on the voluminous correspondence of our editorial offices; to Mr. Ferdinand Di Bartolo, a most efficient yet friendly and cordial Business Manager; to Mr. Harold J. Bachmann of the George Banta Publishing Company, who helped us so generously and courteously at every turn in the publication of our *Journal* in spite of the most trying times of the war period.

HENRI C. OLINGER

Our New Managing Editor for 1946-1950

HENRI C. OLINGER

DR. WILLIAM SAMUEL HENDRIX, our new Managing Editor of the *Modern Language Journal*, needs no introduction to our colleagues both in and out of the National Federation of Modern Language Teachers. His career as a teacher of French and Spanish in several of our leading universities such as Illinois, Texas and now at Ohio State where he has been head of the Department of Romance Languages since 1926 is sufficient proof of his success as a language specialist and as an educator.

His publications are numerous and are highly valuable contributions to the field of textbook writing and to the realm of pure scholarship. His *Elementary Spanish*, 1923; *Beginning French* (with W. E. Meiden) 1940; *Beginning Spanish—Latin American Culture*, 1943, are widely used in our high schools and colleges. They constitute a real model for our new texts in the foreign language field: correct language, original and practical presentation of subject matter, with interesting and varied reading material. His personal scholarly investigations among which we may cite as outstanding, "Some Native Comic Types of Early Spanish Drama," 1924, testify to his ability as a real scholar.

Dr. Hendrix has given unstintingly of his time and energy in speeches, conventions, committee meetings, mainly concerned with our foreign language problems.

He comes to the editorship of the *Modern Language Journal* with a rich experience, unbounded energy and enthusiasm. We welcome him as a real teacher, scholar, and successful administrator, and most of all as a loyal and "muy simpático" colleague.

We, the retiring staff, can only wish him the best of success.

Whither Foreign Languages?

H. C. OLINGER

THIS column has steadily attempted to give due publicity to the different trends, aims and objectives in the teaching of foreign languages. We are much indebted this time to Professor Francis J. Carmody of the University of California for his kindness in allowing us to reprint his article published in the May 1945 issue of the *California Journal of Secondary Education*, Volume 20, Number 5. We are also very grateful and extend our heartiest thanks to the editors of this esteemed periodical. Dr. Carmody represents the point of view of the average member of our profession. Dr. Hall in his contribution presents the case for the phonemic approach which is one of the innovations of the proponents of a new method of language teaching. This method is advocated by a new group of language specialists and teachers and their disciples most of whom are members of the Linguistic Society of America. The article by Professor J. Richard Reid of Clark University is an interesting account of the use that may be made of one of the outstanding devices instituted in the AST Language Program.

ASTP Gives No Help to French Teachers

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DURING the last two years, a number of articles have appeared devoted to discussions of the new techniques in language teaching developed by the Army Specialized Training Program. Most of these articles are honest and enthusiastic testimonials, either praising certain discoveries or pointing out that the supposed discoveries are illusions. Another type of article seeks to expose the gross and inexcusable failure of our prewar educational system¹—the answer to these charges is that they are untrue, although we are ready to admit that before the war language teaching did suffer from enforced economy, as it will again after the endless bounty of the Army is gone.

This cry of "gross failure" is one which most language teachers are not prepared to refute; for this reason it has been exploited by the linguistic directors of the ASTP.

It must be understood at the outset that there were two distinct and divergent AST programs. The first program was that which included languages already commonly taught. This program was undertaken by our

¹ For example, the statement, "Our schools and colleges teach us very little about language, and what they teach us is largely in error," in *An Outline Guide for the Practical Study of Foreign Languages*, by Leonard Bloomfield, Linguistic Society of America, Baltimore, 1942; p. 1.

regular language staffs, augmented when necessary by other competent teachers of the temporary category called "associates." The other program was that devoted to languages not previously taught in America (Burmese, Thai, Malay, Annamese), undertaken for the most part by linguists who had associated with Yale University and had taken a short course on how to teach any language. These linguists, to cover their obvious deficiencies, taught in a new way, using descriptive phonemic analysis. This new way is usually announced as the official AST method, whereas it is a method practiced only by a part of the AST teachers.

Since the method of phonemic analysis is likely to cause confusion among secondary—and other—teachers of language, perhaps we should pause long enough to assure the teacher that he has nothing of advantage to learn from this part of the AST program and to warn him against attempting to adapt the phonemic analysis technique to his classes.

E. H. Sturtevant, of Yale University, Coördinator of the ASTP language work, in a public lecture at the University of California in February, 1944, outlined the official AST Program, which was to consist of phonemic analysis as presented by Bloomfield in his *Outline Guide for the Practical Study of Foreign Languages*, and by Bloch and Trager in their *Outline of Linguistic Analysis*.² These works are intended to replace all previous grammatical and linguistic material, and the methods outlined are to supersede all previous and now "outmoded" methods—this is the official statement of the coordinator and is the exact intent of the *Outlines* themselves. Language teachers must read these two *Outlines* in detail, carefully and painfully, to convince themselves that they are worthless, immature and regressive from absolutely every point of view, linguistic or pedagogical.

Bloomfield, in his *Outline*, states that American and foreign-born language teachers are incompetent, that statements made by Frenchmen about French "will turn out to be a sheer waste of time," that our schools teach language badly, and that "serviceable grammars and dictionaries exist for very few languages."³ The corrective for this unhappy situation, according to Bloomfield, is to reject all present-day terminology and use the phonemic

² By Bernard Bloch and George L. Trager, The Linguistic Society of America, 1942. A review of the two *Outlines* mentioned here, written by Murray Emeneau, another phonemist, can be found in "Review of Books," *Journal of the American Oriental Society*, 63: 208, July, 1943. For discussion of the *Outlines* and of the Emeneau review of them, see "Phonemic Theory and Practice Applied to the Teaching of French," by Francis J. Carmody, *The Modern Language Journal*, 28: 674-681, December 1944. In a detailed review of the Bloch and Trager *Outline* (*American Journal of Philology*, 66: 206-210, April, 1945), Hans Kurath took issue with the save-the-symbol method which is essentially the sole contribution of the American descriptive phonemists; but the reviewer's praise of Bloomfield's general work discounts completely its inapplicability to non-Germanic western European languages and the rather vital fact that Bloomfield's innumerable categorical rules are for the most part untenable in Romance and Celtic.

³ See the article in *The Modern Language Journal*, *op. cit.*, for exact references and other pertinent detail.

method—since, sometimes, one cannot distinguish between noun, verb, and adjective, these terms are nonsense.⁴

Some conception of the way in which these theories work out in practice may be derived from Trager's analysis of the French verb.⁵ The nasal vowels are explained away as a preliminary exercise; this is a step forward in algebraic representation since it eliminates the tilde and since the prime motive of this type of analysis is to reduce the number of symbols. Applying phonemic analysis to *je vais, tu vas, il va*, we set aside the pronouns, which are separate words (*je, tu, il, m', t', l'*), and correct the orthography to /ve¹/, /va²/, /va³/. Superscript letters represent sounds incipient in the root (this was formerly called "linking"); it is of no interest to know when and where the superscripts reappear as real sounds; nor that this verb usually is accompanied by an adverb of place.⁶

The problem of linking is solved in another phonemic analysis, by R. A. Hall, as follows:⁷ The old-fashioned definition of noun and adjective fails to explain words like *electricity* and must be abandoned; phonemically, nouns will be those words which have audible inflections (*book-s, men*), while adjectives will be those which have no such inflections (*good, bad*). Hall's first example of a noun is *sabot*, usually pronounced /sabo/, but having a final inflection when linked that is pronounced /sabot/. It is inflected; hence it is a noun; so also are words like *vieux, blanc, pied*; but words like *loup, électricité*, and *malade-s* are adjectives, since they have no audible inflections (do not link). Hall does not give full examples; I presume he had in mind *sabotage, piédestal, pied à terre, pédale* (this last is an interesting case of interior vowel mutation with adjectival ending).

It is by methods such as these that phonemists reduce the parts of speech of any given language to two, as they see fit. They, and Yale University, would have us start off our students in French on /sabo¹/ and /ve¹/.

On May 15, 1944, a special committee, appointed by the President of Yale University, recommended "that all courses in modern foreign languages at Yale at beginning level be taught hereafter by the intensive method, as outlined by the memorandum." The memorandum in question came from "a group of ten linguistic teachers at Yale"; it states:

It is maintained that the elementary work should concentrate entirely on speaking, substituting at the start a phonemic system of writing for the traditional orthography. . . . The linguistic material for conversation should be obtained from drill-masters, who should be

⁴ These doctrines are essentially those set forth in Leonard Bloomfield's *Language*, Henry Holt and Company, 1933.

⁵ "The Verb Morphology of Spoken French," by George L. Trager, *Language*, 20: 131-141 (especially p. 136).

⁶ "The German sentences were printed in a phonemic transcription, but repeated in standard spelling"—Helen S. Nicholson, "Learning by the Linguist-Informant Method," *The Modern Language Journal*, 28: 617, November, 1944.

⁷ Editor of *Language*, linguist of ASTP Italian, sole phonemic authority on Turkish and Pidgin—in an article now in press.

native speakers, but they should have had training in those parts of linguistic science which have a bearing on elementary language instruction.

It is suggested that the instructors in question need, by way of formal training, perhaps as much as one could get in one term of an ordinary graduate course.⁸

Admitting that a good part of the new program really is quite old, the committee suggested that "the greatest pains be taken not to antagonize needlessly the older members of the foreign language faculties by extravagant claims as to the revolutionary nature of the new program or reckless condemnation of the old. It will be highly important to adopt an inoffensive nomenclature. Our suggestion is that in all public announcements, the *intensive* nature of the instruction be stressed and the novelties of the technique made less of."⁹

Let us return to that part of the AST language program undertaken by language teachers who knew the languages in question, whether or not they could make syllabic phonemic reductions of them. From these teachers have come various expressions of interest in "new" techniques. Taken as a whole, these interests may be divided into five categories: (1) size of classes; (2) rate of achievement; (3) use of informants and of phonograph records; (4) choice of reading material; (5) use of phonetic symbols in place of traditional spelling.

1. *Size of Classes.* Concerning this, there is little doubt; we all agree that smaller classes yield better results, and we have made this claim for a long time. During the war, the size of our classes has increased in many cases. This is entirely up to administrators, and this much the ASTP may teach them, not us. Malay was taught to six students, ten hours a week, for six months, by a descriptive phonemist and a native Malay informant.¹⁰ Expense, fifteen times normal; results, completely unknown; lesson for language teachers, absolutely nothing.

2. *Rate of Achievement.* The Army needed speakers of foreign languages

⁸ All quotations from "Yale University: Report of the President's Committee on the Teaching of Modern Foreign Languages," *Hispania*, 27: 386-393, October, 1944.

⁹ I beg the reader—the "layman" mentioned below—to notice this preappeasement description of himself (I quote Murray Emeneau, editor of the *Journal of the American Oriental Society*, of *Language*, of the *University of California Publications in Linguistics*, and professor of Annamese in the ASTP (*op. cit.*, p. 608): "Linguistic analysis, as it is practiced in this country today, has become scientific, in the sense of the natural sciences, at the expense of easy intelligibility for the layman. The interested layman is usually not a scientist, but a connoisseur of literature, who is innocent of all scientific method of the physical or biological kind, and, in fact, finds himself by taste, training, and professional concern, hostile to the encroachments of the sciences on anything related to literature. He has been accustomed to regard himself as the chief custodian of linguistic studies. The methods developed by Indo-European comparativists in the last century removed part of these studies from his competence. Now he finds that another method, the descriptive, has grown up, bidding fair to win the field in elementary language instruction, which was almost the only linguistic field left to him."

¹⁰ Nicholson, *The Modern Language Journal*, *op. cit.*, p. 615.

in a hurry; but in peace time, there will be no such pressing need for speed. It is my personal conviction that it is better to study French, or any other language, over a long period than over a short one; that the best time to begin a foreign language is in grammar school; that a program of several hours a week over a period of six or eight years will do greater service than one of waiting till the last minute and cramming. The one reasonable suggestion in the Yale report is that two-thirds of a student's time during the first semester at college be devoted to a foreign language; when language study has not been started earlier, this seems like the proper course to follow; it might indicate also that the older university 5-5, 3-3 system is the one most conducive to best results.

3. *Use of Informants.* As aforesaid, informants were employed only for exotic languages in the ASTP, while in the teaching of European languages temporary associates were used for supplementary help. The informant, called drill-master in the Yale report, is considered by descriptive linguists to be a living phonograph, carefully prevented from using any personal initiative: "He cannot make correct theoretical statements about his language: any attempt he may make in this direction will turn out to be a sheer waste of time."¹¹ This plan of the descriptivists to reject all previous methods, books, and any other type of linguistic or grammatical knowledge can have no validity for the teaching of European languages.

The informant is distinctly a linguistic device. I have brought before advanced students a Dane, a Mandarin, a Bulgarian, a Fleming, and a Catalan and have recorded the speech of these informants in phonetic symbols as an exercise in phonetics. No one considered learning these languages, although students did acquire a number of sound ideas about them.

If, for linguistic purposes, one desired to establish the present-day status of the French *dont*, informants would be useful; from them one would find that *l'homme dont j'ai vu le fils*, is represented, in less literate style, by *l'homme que j'ai vu son fils*. This information is interesting, in theoretical linguistics; but it does not prove that *dont* is dead or dying, nor does it offer anything of the slightest value in the teaching of French. The teaching profession is fully aware of what is literally dead; it presents such archaisms as *fussé-je* where they belong, in the category of recognitional forms and not in the category of conversational forms.

A grammar based on the speech of some unselected person might set down, as a model, what we all recognize as English, *you'se is O. K.*, or as French, *Qui qu'est là?* Such material and the method used to get it are not needed in our French classes.

The phonograph record is less temperamental and more economical than the informant drill-master. One cannot learn grammar from phono-

¹¹ Bloomfield, *An Outline Guide for the Practical Study of Foreign Languages*, loc. cit., p. 208.

graph records, except after much knowledge of foreign languages. For beginners, the phonograph record is excellent supplementary drill, for rehearsal of things already learned from a teacher and from a book; for advanced students, records aid in pronunciation and intonation. Calls for actual teaching by use of phonograph records almost invariably come from phonemists, who are eager to eliminate traditional orthography while grammar and conversation are being learned.

4. *Choice of Reading Material.* *Fortune* magazine recently published an article,¹² composed at the dictation of the descriptive phonemists, in which quite a point is made of the fact that Army trainees in French were unable to order a "garbage lighter," that the humanistic background is a total loss. If the soldiers do not know how to say "garbage-lighter," it is purely the fault of the Army. Language instruction must consist inevitably, as it has in the past, of the teaching of that vocabulary which is most likely to serve the needs of the students.

There is, however, much to say in favor of the use of nonfiction and a certain amount of informational material in our language courses. If we introduce special readings in the particular fields of interest of our beginning college students, for example in architecture or medicine, we acknowledge French as a tool; but if we use works on French architecture, medicine, and social science, in full knowledge that the French have, in these fields, as much to offer us as has any other country in the world, then we are serving the best interests of American society and getting away, ever so slightly, from the pan-Germanic delusion, from the discovery-for-exploitation urge, from the good-only-if-patented point of view on science. Here is a service fully as great as, though in no sense greater than, the teaching of the great monuments of literature.

5. *Use of Phonetic Symbols.* The extreme of silent reading in total ignorance of the sounds can be matched by the other extreme of the exclusive use of phonetic symbols to replace standard orthography. There are phoneticians and nondescriptive phonemists, of the European school, who advocate the teaching of grammar and conversation, during the initial period of study, by phonetic symbols. There can be no harm in this, of course, with regard to oral achievement; but there normally will be a loss of much importance, the capacity of recognizing cognates. A student who has studied French for one semester, using traditional orthography, has acquired a fair introduction to the recognition of as many of the 300,000 visible cognates in English and French as he already knows in either language, that is to say the bulk of our Latin and Greek technical words and commonly used abstract nouns. Such recognition would be largely cancelled by use of phonetic symbols.

One of our principal aims is, and must be, the teaching of reading.¹³ A

¹² "Science Comes to Languages," 30: 133, August, 1944.

¹³ In "What Constitutes a Reading Knowledge of a Foreign Language . . ." (*The French*

reading objective in no way precludes skill in pronunciation or in conversation; it even might be argued that appropriate work in conversation for beginners actually is the most efficient means to develop sound ability to read, without constant recourse to sheer translation.

As supplementary material, phonetic symbols have a real function. The European phonemists are absolutely correct when they state that the plural in French is not formed by the addition of silent *-s*, but by a different sound in the articles which precede the nouns, or by linking, according to set and known rules. On the other hand, it is hardly conceivable that a teacher of French would not know these phonetic facts, including a full definition of linking; nor is it likely that a good grammar would pass over such matters in complete silence. In other words, the facts represented by phonetic symbols can be taught also, quite adequately, using traditional orthography and invoking the rules of linking, which have to be learned in any event—even if one uses phonetic symbols. From a pedagogical point of view, the present method is adequate and satisfactory, presuming of course that the language teacher has taken the trouble to be well informed on pronunciation.¹⁴

To sum up: The Army program has offered nothing new, except descriptive phonemics, which are bad; a good part of the ASTP has been a complete waste of time and money, justified to only a small degree by military necessity; and the same results could have been obtained by use of the older methods, with emphasis on oral attainment and speed.

There is no need in our peace-time schools for speed; there is no place in language teaching for speculative linguistic analysis of any nature, other than true facts in the form of footnotes. The trend in language teaching for some years has been toward greater achievement in oral work; this is to be encouraged, but only to such degree as it serves also the reading objective.

Review, 16: 24-82, December, 1943), M. S. Pargment presents an intelligent middle of the course attitude to which the present author hopes the majority of language teachers subscribe; Pargment has invented nothing new; he has revived a well-balanced and broad interest in method, which is the only way in which progress can be made.

¹⁴ The present article has made no reference to the special number of *The German Quarterly* devoted to the ASTP ("Army Specialized Training Issue," Vol. 17, November, 1944). The bulk of the articles in this number are fair and well balanced recommendations for more use of oral work along traditional lines. At one place only (Otto Springer, "Intensive Language Study as a Part of the College Curriculum," p. 236; Springer approves of phonemic analysis of the American type for French, quoting R. A. Hall's article, "Language and Superstition," *The French Review*, 17: 381, 1944.) is phonemic analysis invoked, "which still scares or annoys many who have never taken the trouble of finding out what it is." The first article, however, strongly suggests Sturtevant's appeasement program ("A Statement of Intensive Language Instruction," by J. Milton Cowan and Mortimer Graves, p. 165-166); it denies "extravagant claims," it charges gross failure on the part of standard present-day methods, it recommends, as the only good textbooks, those new ones appearing now from the pen of trained technical linguists (Hall, Trager, Bloomfield); but it avoids all mention of descriptive phonemics, which is the basis of these new texts.

The ASTP episode in our careers will have taught us perhaps that we must be alert and enterprising in the defense of what we know to be good and of those things for which we have stood, subject to improvement in detail by way of normal evolution.

The Phonemic Approach: Its Uses and Value

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(*Author's summary.*—Phonetics and its application to language teaching have enabled us to aim at accurate hearing and imitation; a further development of phonetics, *phonemics*, "essentializes" and "functionalizes" our understanding of sound-patterns and furnishes the basis for a revised approach to grammatical structure.)

Scene: A second-year French class.

Teacher: Lisez, s'il vous plaît, M. Jones.

Johnny Jones (slowly and painfully): Bar mer deet ler vyerz matoo ong mongtraynong voo ong vayrayz byang dohtrayz.¹

Teacher (inwardly): Mon Dieu! (outwardly) Traduisez, s'il vous plaît.

Jones: Sir? Oh! Bah, said to me the old . . . er . . .

Teacher: Tom-cat.

Jones: In entraining me . . .

Teacher: Leading me away . . .

Jones: You will see the others well.

* * *

THIS scene is not imaginary or invented; it is a transcript of an experience of my own, the first day of a third-semester college French class. Anyone who has taught intermediate French, in high-school or college, will recognize the situation. We all know students like Johnny Jones, who pronounces French with English sounds, pitch, and stress patterns; who makes liaison where none is called for, and who makes none where it is in order; who cannot understand French when it is spoken to him; and who "upsets" French into English, word for word, without even grasping the relations of the elements within a phrase (*vous en verrez bien d'autres* "you will see others well"). They are our despair in intermediate classes, because by the time they have gotten that far, it is already too late to change their habits, especially in a course devoted primarily to reading and grammar.

Johnny's initial contacts with French have normally been in a course of the usual "reading" or "multiple-approach" pattern. He learned reading, writing, and perhaps some speaking from the first day, all at the same time.

¹ In phonetic transcription (each syllable pronounced separately, with heavy stress): 'bar mar dit lar vjarz mæ tu' ɔŋ mɔŋ tre' nɔŋ vu' ɔŋ ve' re'z bjæŋ do' tre'z]. In French spelling: *Bah! me dit le vieux matou, en m'entraînant, vous en verrez bien d'autres.*

But even this sample is not as bad as the instance reported to me by a colleague, in which a teacher specifically taught her pupils to pronounce *il fait bâtir une maison* as ['ɛl 'fajt 'bajtr 'juni 'majzɔ̃]!

The teacher made some unfamiliar sounds in speaking the new language, but Johnny never understood how they were made, or practiced them enough to get over feeling conspicuous and "on the defensive" when called on to speak or read aloud. He never learned what liaison was or when to make it. The textbook used a great deal of grammatical terminology (usually without explaining what it meant), treated each printed word as if it were absolutely independent of the other printed words,² and the grammatical constructions as if they were puzzles to be solved by putting "parts of speech," like building-blocks, one after the other. It may have had some "phonetic transcriptions," queer-shaped letters enclosed in square brackets alongside the regular French spelling in the vocabularies and lists of verb forms; but the peculiar letters made Johnny feel ill at ease, and he defended himself by rejecting and making fun of them.³ Some teachers specifically told their classes that the "phonetics" wasn't any good, and to disregard it altogether. No wonder Johnny came to think that French was too hard for an ordinary mortal like himself, and that you had to have a special gift or be a "genius for languages" to learn it. No wonder he groaned when a visiting foreigner told him that he would have to prepare for world citizenship by studying foreign languages.⁴

Of course, this kind of situation and attitude are nothing new to language teachers. We have been up against it since time immemorial; and of course we have sought remedies for it. A kind of traditional technique has become established over hundreds of years. Were the sounds of a foreign language unfamiliar and difficult? We made approximate comparisons with the sounds of the learner's language. Was the foreign language still hard to pronounce? Well, "practice makes perfect," and we insisted on repetition of the difficult sound—often isolated and out of normal context—until it was finally learned, *tant bien que mal*, after an endless process of trial and error. Was the spelling of the language irregular and "unphonetic?" We gave the student many rules for pronouncing the letters of the foreign language, and lists of examples and exceptions to learn by heart. Plenty of people have learned foreign languages by "muddling through" this way, some with a remarkable degree of success, but all with a disproportionate investment and waste of time and energy.

² In accordance with the theory of French words set forth in *AAUP Bulletin XXXI* (1945), 415.

³ He had already acquired, from his years of schooling in normative English grammar, the attitude (implicit or explicit) that the twenty-four letters of the English alphabet were sacred, and that no other letters, accent marks, etc., could really be right or worth paying attention to.

⁴ In the *Providence Sunday Journal* for January 21, 1946, it is narrated that a visiting foreign dignitary at a New England boys' school told them they should prepare to be world citizens (cheers) and to do so they would need to study foreign languages (groans). The authenticity of the anecdote is irrelevant; its symptomatic importance is very great, whether the story itself be true or false.

But is this the best that can be done for anyone who starts to learn a foreign language? It was, in general, until about eighty years ago, when we began to know more about the way speech itself is produced. In the 1860's and 70's the new science of PHYSIOLOGICAL PHONETICS studied in detail, for the first time, the organs of the body involved in the production of speech and the ways in which they function together. The traditional way of talking about sounds used such expressions as "broad *a*," "flat *a*," "hard *c*," "*r* grasseyé," referring to sounds by the names of the letters used to write them, and adding extra descriptive labels in terms of the impression some listener had of them. But of course, with such vague terms, there is no way of knowing exactly what sound is referred to. The terms "*r* grasseyé" and "*grasseyer*," for instance, were used in so many different and contradictory senses that Nyrop finally proposed, as the only workable definition of the verb *grasseyer*, the following: "Terme, généralement méprisant, qu'on applique à la prononciation d'autrui; les gens qui articulent l'*r* d'une certaine façon, se servent de ce mot pour caractériser toute manière différente d'articuler la dite consonne."⁵ Physiological phonetics offers us, on the other hand, a way of describing and classifying sounds objectively, in terms of the organs of speech used in producing them. At first, its terminology may seem a little abstruse and terrifying, as in "low front unrounded vowel" (= "broad *a*" or "flat *a*"), "unvoiced velar plosive" (= "hard *c*"), "voiced uvular trill" (= "*r* grasseyé"). We may have to work a little harder to learn the precise meaning and application of such terms; but in the end, we find it is well worth the trouble to have a scientific frame of reference in which we can speak objectively and accurately about all sounds. When we have this frame of reference, we can tell our students exactly where to put their tongues and what to do with their vocal chords, etc., in order to make French sounds as a Frenchman does; and we and they can even make an approximate reproduction of sounds we have never heard.

But if we are going to talk about the sounds of speech, refer to them, and represent them in writing, economically and without excessive verbiage, we need a set of signs (PHONETIC SYMBOLS) to stand for them. In accordance with scientific principles of symbolism, any system of phonetic symbols should fulfill two requirements: each symbol should stand for only one sound, and each sound should be represented by only one symbol. The traditional Roman alphabet, of only twenty-six letters, is clearly not sufficient in itself to represent all the possible sounds of human speech; and, to make up for its deficiencies, many scholars have devised systems of phonetic notation in the past eighty years. A few of these (the most recent is Pike's "Functional Alphabetic Symbolism"⁶) depart wholly from the Roman alphabet, in its phonetic function. Most, however, use our traditional alphabet with various modifications, such as letters from other alphabets

⁵ *Manuel phonétique du français parlé* (3^e éd., Copenhague, 1914), §58.

⁶ Kenneth L. Pike, *Phonetics* (Ann Arbor, 1943), 154-156.

(ø, ð), letters in unusual typographic positions (ə, ɔ, ɥ) or sound values (y, j), distortions of letters (ɲ, ʒ) and diacritical signs placed above, below, or alongside a letter (č, ö). The International Phonetic Alphabet (IPA) is the one which has gained perhaps the widest currency, certainly so in the field of French.

By the 1890's, there was a solid body of phonetic knowledge available to modern language teachers, on which to base their presentation of pronunciation. A movement to utilize this knowledge arose, under the leadership of Wilhelm Viëtor,⁷ Paul Passy, and others, and was widely successful for a time, especially in Europe. This movement laid great emphasis on exact knowledge and teaching of phonetics, and extensive use of phonetic symbols, from the beginning of a student's work; from this, its procedure was known as the "phonetic method." Moreover, it became clear that, where the spoken form of a language differed greatly from its written form, its grammatical structure would have to be re-analyzed and re-described. This was done for French, for example, by Passy in his grammar of spoken French, and by others who followed his lead.⁸ Especially when study of a foreign language was begun early enough (by students ten or twelve years old) and when it was continued over a long enough time, the phonetic method gave excellent results, particularly in imparting ability to speak and understand, but also in the long run in preparing a sound base for reading.

But the "phonetic method" had its drawbacks as well. Many teachers felt that it demanded excessive attention to the mechanics of speech production, often in minute detail, to the detriment of other activities, especially reading and writing in the standard orthography. A student trained exclusively by the "phonetic method" would indeed be, *vis-à-vis* the conventional spelling, in just the same position as a native speaker who had never learned to read or write,⁹ and would be likely to make the same mistakes as a native speaker. Many students resented the "queer" phonetic symbols, due to the widespread emotional blocking against learning anything that departed from the traditional Roman alphabet. With the

⁷ The manifesto of the new movement was Viëtor's *Der Sprachunterricht muss umkehren* (Leipzig, 1905).

⁸ It is perhaps worth pointing out that the most notorious example of the "phonetic approach" to French grammar—derivation of the masculine from the feminine form of the adjective, about which there has been some discussion recently—is no recent invention, but dates back at least as far as Passy, who must therefore be included among my "compeers" who have gotten "turned around" in this respect (*NEMLA Bulletin*, VII [1945], 1, 32; *French Review*, XVIII [1945], 208; *Modern Language Journal*, XXIX [1945], 546).

⁹ Except that, if he had learned some such alphabet as the IPA, he would be in possession of a better instrument for recording and analyzing the language than the conventional spelling. The question is rather this: suppose he has no further use for the phonetic spelling beyond his own needs for learning and analysis, and suppose his use of phonetic spelling causes him some trouble in transferring to conventional orthography; does the positive gain outweigh the extra trouble involved? I personally think it does, even with IPA, and certainly with a simplified version of conventional spelling (cf. below).

supremacy of the "reading objective" in the 1920's and '30's, the "phonetic method" was abandoned by all but a few teachers in this country. Traces of its influence remained in phonetics courses in some colleges and universities, and in the (almost perfunctory and often inaccurate) phonetic transcriptions given in dictionaries and with individual words (almost never with sentences!) in textbooks.

Recently, however, there has been a revival of the basic aims and procedures of the "phonetic method" in connection with the new emphasis on the oral approach. This approach does not involve a lock-stock-and-barrel revival of the "phonetic method" as such, but rather a use of its most important elements, viewed from the point of view, not of phonetics, but of PHONEMICS. This last branch of study was a development of the 1920's and '30's, when it became evident to students of language—first to such scholars as Edward Sapir and Leonard Bloomfield in this country, and Prince Nicolas Trubetzkoy and his group in Prague—that phonetic description and symbolism, as represented by (say) IPA, was needlessly complicated and unwieldy, and paid too little attention to the FUNCTION of sounds in the PATTERN of language. It had long been known that, out of the almost infinite variety of sounds that the human organs of speech can make, only a few score at most occur in any one language. Sapir, Bloomfield, and Trubetzkoy came to realize that even these may be grouped further into functionally significant classes of sounds, or PHONEMES.¹⁰ In the last twenty years, much theoretical and practical work has been done on phonemes, and rigorous criteria of classification have been developed; to analyze and classify the sounds of a language phonemically, we group together those features of sound which are PHONETICALLY SIMILAR and in COMPLEMENTARY DISTRIBUTION.¹¹ This procedure simplifies considerably the form in which we present

¹⁰ Cf. E. Sapir, "Sound Patterns in Language," *Language*, I (1925), 37-51; L. Bloomfield, *Language* (New York, 1933), ch. V-VIII; N. Trubetzkoy, *Grundzüge der Phonologie* (Prague, 1939 = *Travaux du Cercle Linguistique de Prague*, vol. 7). Cf. also M. Swadesh, "The Phonemic Principle," *Language*, X (1934), 117-129; W. F. Twaddell, "Phonemics," *Monatshefte für deutschen Unterricht*, XXXIV (1942), 262-268; C. F. Hockett, "A System of Descriptive Phonology," *Language*, XVIII (1942), 3-21.

¹¹ "Phonetically similar" means having at least some feature of articulation in common—e.g., being pronounced in a like position (alveolar, palatal, etc.), or in a like manner (plosive, fricative, etc.). "In complementary distribution" means occurring in such a way that the features of sound concerned never contrast with each other in the same position: i.e. sound A occurring where sound B does not occur, and vice versa. Two sounds which are in this way classed together under a single phoneme are called "members" or "positional variants" or "allophones" of the phoneme. Thus, in Spanish, the bilabial voiced plosive [b] and the bilabial voiced fricative [β] are phonetically similar, since they are both bilabial and voiced; [b] never occurs where [β] does, and vice versa, i.e., [b] and [β] are in complementary distribution; hence they are to be assigned to the same phoneme. Similarly, in English, aspirated and unaspirated [t] are members of one phoneme; cf. G. L. Trager, "The Phoneme t: a Study in Theory and Method," *American Speech*, XVII (1942), 144-148. For [e] and [ɛ] in rapid colloquial French, cf. fn. 13.

A parallel from the detective story may help to explain our criteria. When the butler

and study the phonetic structure of a language: from this point of view, we may say that phonemics is simply "essentialized" and "functionalized" phonetics.

In the classroom, the phonemic approach gives us the chance to use all the good points of the "phonetic method," and to go one step beyond it, by telling us what points are essential and hence should be emphasized first (such as the pronunciation of the front-rounded and nasal vowels). We will still teach the exact sounds of French, carefully and in enough detail to ensure an approximately accurate reproduction; but we will also concentrate, especially at first, on what is most important from the point of view of being understood, and leave minor details for later polishing. For instance, if a learner says [ma-t'ât'] *ma tante*, putting the tip of his tongue against the gum-ridge instead of the teeth and making a puff of breath (aspiration) after the *t*'s as we do in English, it's by no means as bad as if he says [ma-t5t], perhaps with perfect unaspirated dental *t*'s, but confusing [â] *an* and [5] *on*. That is, from a phonemic point of view, the contrast between aspirated and unaspirated *t*'s is not significant in French, whereas the contrast between [â] and [5] is very significant. Experienced teachers have of course adopted an approach of this kind before now, and have instinctively concentrated on essentials first (*vixerunt fortes ante Agamemnona!*); what phonemics does for us is to systematize our approach and knowledge, and give us definite, objective criteria to follow in case of doubt.

One of the respects in which phonemic presentation can be most helpful is the teaching and learning of intonation, which is one of the most neglected aspects of a language in present-day teaching. It is phonemic analysis which isolates and classifies the basic patterns of pitch in the sentence (e.g. in French, rising non-final, rising final, rising-falling, falling) and their alterations under special conditions (in French, pitch-displacement and emphatic stress).¹² In the future teaching of foreign languages, attention to intonation will be of prime importance; for without native-like pitch patterns, even the most accurate pronunciation of individual sounds will still seem foreign.

This "essentializing" approach to phonetics brings with it another realization: that transcription, as well as description and teaching of the sounds themselves, can be focused on what is functionally significant, and hence can be radically simplified. The essential is to have a set of characters,

is always off the scene whenever the murderer is on, and the murderer always off the scene whenever the butler is on, we begin to suspect that the butler and the murderer are the same (they are in *complementary distribution*). But they must also have at least a certain degree of physical *similarity* (in sex, height, size, etc.) to be identified as the same person. Moreover, if there is a choice among several possibilities for the murderer, to be identified with the murderer the butler must fit into the *pattern* of the story (have some motive to commit the crime).

¹² Complete material on French intonation and stress patterns, and the essentials of a phonemic analysis (though not specifically labeled as such), are to be found in the excellent book of Hélène Coustenoble and Lilius E. Armstrong, *Studies in French Intonation* (Cambridge [Eng.], 1934).

used in one-to-one correspondence with the phonemic features of the language, to form a PHONEMIC TRANSCRIPTION (often enclosed in slant lines / / to distinguish it from purely phonetic transcription in square brackets []). We may use any given set of characters, IPA or other, provided they are always used consistently. If we prefer IPA, we can use it; for slow French speech, IPA has been worked over and refined until it is an almost wholly phonemic transcription, as far as it goes. If we want to use IPA as a phonemic transcription for fast colloquial speech—in which [a] and [ɑ], [œ] and [ø], [e] and [ɛ] are no longer contrasting pairs of phonemes¹³—we should simplify our transcription accordingly, and use only /a/, /œ/, and /e/ respectively. Or, if we and our students do not like the IPA alphabet, there is nothing sacred about IPA as such. We can use any other letters we wish, or even combinations of letters, provided only we remain consistent in our use of them. If we wish, we can take some combinations of letters from English, such as *sh* for [ʃ], or *zh* for [ʒ]. If we prefer to stay closer to purely French orthography, we can do as Bloomfield did in his article on French verb inflection,¹⁴ adopting a transcription which uses *ch* for [ʃ], *j* for [ʒ], *ê* for [e], *è* for [ɛ], *e* for [ə], and a raised ^ˆ for nasalization. Again: whatever transcription is most palatable to teacher and learner is phonemically satisfactory, provided it be consistent and based on an accurate analysis.

The phonemic approach has its advantages in the teaching of grammar, too. Like the phonetic approach, it bases its analysis and presentation on speech, not spelling; but on the essential features of speech, rather than on all features indiscriminately. Let me give one instance: the treatment of verbs like *geler*, *appeler*, and *céder*. In the ordinary French grammar, these verbs are treated at some length, as irregular verbs, on much the same footing as *pouvoir* or *être*. The purely phonetic approach, too, requires us to devote some space to the alternations of [ə] and [e] with [ɛ] in these verbs: [ʒələ] *geler*, but [ilʒɛl] *il gèle*; [sede] *céder*, but [ilsɛd] *il cède*. But when we take the phonemic approach, and include in our study the phenomena of juncture (that is, the way in which phonemes are joined or separated in speech), we see that these alternations of [ə] and [e] with [ɛ] are wholly automatic, and conditioned by the juncture of the phonemes /ə/ and /e/ with a following consonant at the end of a syllable.¹⁵ In French, [ə] or [e]

¹³ The sounds [e] and [ɛ], for instance, are distributed in fast colloquial French according to a "loi de position," by which [e] occurs only in free syllables and [ɛ] only in checked syllables; and much the same "loi de position" applies to [œ] and [ø]. Some recent writers who insist that the distinction between [e] and [ɛ] is absolute and that a transcription not making this distinction is inaccurate (cf. *AAUP Bulletin*, XXXI [1945], 415; *Modern Language Journal*, XXIX [1945], 643) do not bother to inform their readers that the distinction is rapidly becoming obsolete, and is wholly gone from fast colloquial speech.

¹⁴ *Monatshefte für deutschen Unterricht*, XXXVI (1945), nos. 4-5 (M. Blakemore Evans number), 8-13.

¹⁵ In technical terms, they are "concomitant phenomena of close juncture with syllable-final consonant."

never occur in a checked syllable, and are automatically replaced by [ɛ] in that position. We thus come to realize that the "irregularities" of *geler*, *appeler*, and *céder* are by no means true structural irregularities, as are those of *pouvoir* and *être*, but involve only automatic replacements of phonemes. We can then state these replacements to our students, say, when we first meet the "radical-changing" verbs, and then forget about their supposed irregularities.

What does all this mean for Johnny Jones in the civilian class, or for G.I. Joe from the Ozarks in the armed forces? It means that he can have put at his disposal the detailed knowledge of pronunciation that the science of phonetics has given us in the last eighty years, "essentialized" by phonemic analysis, and with whatever kind of consistent representation suits him best. It means that in this way he can have a chance to acquire something more than a hit-or-miss knowledge of pronunciation, something at least adequate to serve as a base for his reading habits. (He is sure to talk to himself, audibly or inaudibly, as he reads in any language, and if he has no French-speaking habits in reading French, he is sure to speak English words as he looks at the French in print—the cause of a great deal of the trouble we have had with a "reading approach.") As Leonard Bloomfield says:¹⁶

A student who does not know the sound of a language, finds great difficulty in learning to read it. He cannot remember the foreign forms so long as the figure for him is a mere jumble of letters. Aside from the esthetic factor, a clear-cut set of phonetic habits, whether accurate or not, is essential to fluent and accurate reading.

It means, moreover, that Johnny Jones or G.I. Joe can hope to understand the structure of the language (including liaison and its grammatical function!) as it really exists in speech, and not as some normative grammarian or academician thinks it "ought" to be. It means that he can know how the phrasal structure of the language is built, from his own actual experience in listening and speaking, and that he can learn to grasp a phrase as a unit, not as a mosaic of completely separated elements, of whose very relation to each other he is unsure.

In short—to return to the initial scene—we may expect Johnny Jones or G.I. Joe to read out loud with some ease, and, in the sentence quoted, to give us at least something like [lba, mə'diʃ ləvjɔmalt'uʷ, amâtre'nā, vuzāve're bjæ'd'otr]. It doesn't too much matter if he says [iʃ] and [uʷ] with slight glides or alveolar aspirated [t'] and [d'], or [ā] instead of [ā]. What does matter is that he keep the French phonemes separate, and not say [ʌr] for both [ə] and [ø], or [ɔŋ] for both [ā] and [ɔ]. It matters also that he group the phrases as a Frenchman would, and realize that *vous en verrez bien*

¹⁶ *Language* (New York, 1933), p. 505. Incidentally, since I have been accused in the *French Review* (XIX [1945], 84) of quoting E. Sapir's writings as if they were "gospel," I had better point out that if I cite Bloomfield's (or Sapir's, or any other writer's) words rather than using my own phraseology, it is simply because they say, in a more effective way than I could hope to state it myself, something that I hold to be true.

d'autres consists of two phrases, with the meaning "you'll see lots of others" and not "you will see the others well."

Of course, the phonemic approach is no panacea, any more than any other approach. If Johnny doesn't want to learn French, and is compelled to only outside pressures, he is very likely to be hostile to any approach at all. But, perhaps, the essentially realistic and scientific method of the oral and phonemic approach, coupled with the play-activity necessary for practice, may awaken his interest in something he previously thought was dead and meaningless. Even if it lessens his hostility enough so that he doesn't groan when a visiting foreigner tells him he needs to learn foreign languages—*ça, c'est déjà quelque chose*.

The Drillmaster In the Speaking Approach Courses in Romance Languages at Clark University

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I. The "Speaking Approach"

OUR "speaking approach" courses at Clark are our adaptation of the method and techniques developed in the Army Specialized Training Program. The ASTP "new method" has received a great deal of extravagant publicity, often being described as miraculous in its results. Such reports are exaggerated and often erroneous. The ASTP emphasized a special approach to language teaching, and made a start toward developing techniques in applying it, with results which, while they varied from place to place, were generally better than those in conventional courses in schools and colleges. Certain factors in the ASTP are transferable to our own program, and the experience gained in the ASTP justifies making some changes in the traditional approach toward language teaching—most of them changes which trained linguists have long advocated anyway.

The noteworthy characteristics of the Army program were as follows:

1. A very intensive course. There were 15 or more "contact hours"—hours spent in class with the instructor—every week for 9 months. The rest of the student's time was spent in "Area Studies"—a study of the civilization, geography, etc., of the nation where the language is spoken.
2. Small classes for drill in the language. These were normally limited to ten students.
3. A division of the teaching duties between a "linguist," or "course director" and an "informant" or "drillmaster." The former was a specialist trained in linguistics, the latter a native speaker of the language.
4. The importance placed upon the speaking aim. The army was in-

terested in only one thing: training the students to *speak* the language with natives, and to speak it well.

5. The highly selected group of trainees. Only men showing definite aptitude for language study were admitted. Those whose performance was disappointing were not kept.

6. A situation providing unusually strong motivation. The students could see the immediate practical value of what they were doing, they were likely to obtain quick promotion if they succeeded, the program was carried out in a business-like way so as to inspire confidence, and the student was free to concentrate his efforts on one thing instead of dispersing them as is usual in school or college.

The Drillmaster

Our situation is in many ways different from that of the ASTP. But still it is possible for us to profit by their experience, to adopt some of their techniques, and to develop others adapted to our own situation and in keeping with the speaking approach, with the expectation of achieving comparable success. The following points are worth mentioning:

1. While our language schedule is less intensive than that of the ASTP, it is a long step in the same direction. Instead of the usual three hours per week for a single course in language, we are offering a double credit course (i.e. 40% of the student's full curriculum) with 8 "contact hours" per week. In our first year we had only 6 hours, and the results, as judged by Co-operative Test Service norms, were gratifying. With the increase to 8 hours we may expect even better results.

2. While our classes are not rigidly limited to ten students, we are actually expecting less than ten in French; and the Spanish class is limited to 15 while in the second semester it will probably have been reduced to 10 or 12.

3. We are retaining the ASTP distinction between linguist or course-director and the drillmaster or informant. The contact hours are divided according to the proportion: Linguist 1: Drillmaster 3. (In the ASTP the proportion was 1:4, at Clark, 1944-45 it was 1:2.)

4. We do not restrict our aims to the single one of fluent conversation. We aim at a well-rounded knowledge of the language, including the ability to speak understand, read and write, and an adequate understanding of the grammatical structure. Our approach, however, is almost the same as that of the ASTP because of the fact (which linguists have long pointed out—including the linguists who designed the ASTP) that linguistic activity is fundamentally oral-aural, and in the belief that reading and writing are learned most efficiently if grounded in an adequate speaking ability and that grammar, instead of being an end in itself should be a short-cut to the acquisition of the language.

5. We are limiting our students to those with better than average language ability. and shall eliminate, during the course of the year, those who

fall behind. The courses are so arranged that a student who does not meet our standards in the double credit course can be put into the normal single course at any time.

6. We do not have all the factors which provided the supposed greater motivation for the Army trainees. But large numbers of people in this country are showing much more vital interest in foreign languages than ever before; and just such people are the ones who are likely to choose the intensive course. Furthermore, procedures which are manifestly efficient, courses which give the student a real sense of power and accomplishment, provide their own motivation. This is the atmosphere which we may well hope to create.

II. The Organization of French and Spanish Courses 11 and 111

Course 11 is a single-credit elementary course, with a more or less conventional aim and method. Course 111 is the intensive course giving double credit.

There will be two "Interpretation and Analysis" ("I.A.") sessions per week, which will be attended by students in both courses jointly. These sessions will consist of lectures, demonstrations and explanations, dealing with the grammar of the language and of the pronunciation, and will include the necessary formal grammatical drill. *Theoretical discussion is to be limited to these I.A. sessions.*

Course 111 will have 6 additional hours of Drill and Recitation ("D.R." or "D. and R."). These will be divided as follows: one 3-hour "laboratory" period and three 1-hour recitation periods. These D.R. sessions, together with the outside preparation for them, are expected to take 12 hours, or a little more, of the students' time per week. The best division is probably to assign most of the outside preparation specifically for the recitation hours (nearly 2 hours each), and the small remainder for the laboratory hour, since the latter is primarily for *learning*, under the direction of the drill-master, and not for testing outside preparation.

It is suggested that the work be organized and the preparation assigned to the students in weekly units, so that they may see in advance the relation between the recitation hours and the laboratory session, and plan their study accordingly.

The laboratory session will be spent largely (at the beginning of the year, exclusively) on the learning of conversational material in the form of prepared dialogues, by the "mimicry-memory" method, which will be described in detail below. Later will be added various other activities, such as dramatizations, games, impromptu discussions, oral reports, etc.

The recitation sessions will, for the first 5 weeks, cover the same material as the laboratory sessions, but here the student will read and write his dialogues, will write from dictation, and will be tested on what he has learned. Beginning with the 6th week, the R-sessions will also deal with the reading

material. The approach to be used toward reading is described below.

The greatest danger, probably, is that of lack of coordination between the two parts of the course. There are no satisfactory texts published which automatically provide this unity. In the Army, the course director was expected to give three 1-hour lectures a week and to spend the rest of his time supervising the work of the drillmasters. That is obviously impossible here. Hence our drillmasters are naturally assuming more responsibility for the course as a whole than did those in the ASTP. The success of these courses must depend, then, largely on the amount of thought and ingenuity which the drillmaster puts into his work; and it is hardly less important that the drillmaster should cooperate closely and abide by the spirit of the "speaking approach."

Frequent consultation is also essential if we are to achieve our ends. The reason for these directions is to give us a working understanding and some agreement on what we are trying to do. The techniques are largely to be evolved, and this will be done most effectively if there is close cooperation and frequent exchange of ideas.

Course 11 will have, in addition to the two weekly I.A. sessions, one D.R. session, comparable to those of course 111. The first few weeks will be spent primarily on conversational material, in order to make French or Spanish the usual medium of communication in the classroom; later, the time will be spent on the reading, with less emphasis on the oral side.

What follows applies only to course 111.

III. General Approach for the Drillmaster

A. The functions are two-fold:

1. As informant. You are a better source of information than any book ever published. As a cultured native speaker you are the final authority, providing you limit yourself to giving information about how you would express yourself in given situations, and what other forms of expression you would or would not recognize as normal.

2. As drillmaster. It is your task to keep the students talking, to keep conversation as animated and as natural as possible, to see that the students enjoy their work and revel in their progress, and at the same time to be constantly on the watch to correct errors in their speech, and to see that they do work at their task.

B. The first and most essential task of the drillmaster is to establish French or Spanish as the medium of communication in the classroom, and never to let English intrude. The student must be able to ask for information in the language, not in English, he must answer questions and follow directions given in the foreign language. Once he has learned these things, the learning-situation is established and real progress can be made. The early dialogues to be memorized are supposed to accomplish these things. If they are not

adequate for the purpose, the drillmaster should add some of his own, to fill in the gaps. Once a number of dialogues have been learned it is then that the drillmaster's ingenuity will find ways to review them constantly, bringing them into informal conversations as frequently and with as little change as possible. English is not absolutely forbidden but its use should be a rare exception.

C. The drillmaster should keep himself familiar with the students' vocabulary and its limitations, and try to go beyond it as little as possible, while at the same time making his speech as normal as he can.

D. Informality should be the keynote in the D.R. sessions—especially so in the "laboratory." Work for spontaneity in the students. Such things as an informal arrangement of chairs in the room may often help to establish this atmosphere.

E. Written exercises should not be a large part of the work but they do have their place. Frequent short dictations are most useful; daily, or almost daily, 5-minute tests at the beginning of the hour are an excellent way to test the students' preparation of the assignment, leaving the rest of the period for more valuable practice.

F. In general, keep your speech at normal speed. Unusually slow speech is abnormal in almost every way and is very poor training for the student. If the student does not understand, repeat as often as necessary; or repeat in different words until the student understands, *then make him understand the original wording*. Insist that the students speak at a normal speed also. If this is difficult they must repeat until they can do it. (If you are doubtful as to the best speed for normal conversation, test yourself by measuring a passage of 50 syllables and timing yourself: it should take just about 10 seconds.)

G. Insist on something like "perfect" pronunciation from the very beginning. The student is expected to mimic *everything* about your pronunciation. Do not give theoretical criticism of his pronunciation—that is to be confined to the Analysis sessions. But make him repeat until his pronunciation is satisfactory.

H. Emphasize clichés above everything else, at least in the first part of the course: formulas of politeness, proverbs, etc.

I. Get the students to answer your questions with complete sentences whenever possible. They must have the practice of using complete and acceptable speech patterns.

J. If there is a grammatical error such as a wrong tense of the verb, correct the form—preferably repeating the whole sentence—and always make the student repeat the corrected sentence. Do not, however, discuss or explain

the point. Such explanations should be given in the Interpretation and Analysis sessions. If a particular error is too frequent, inform the instructor so that he may stress the point in his next lecture on grammar.

K. "The best informant is one who can be made to talk freely and naturally over a wide range of vocabulary and at the same time can slow up his speech sufficiently for dictation. The worst informant is one who delivers theoretical discourses in English."

(-Leonard Bloomfield). Note the one exception to the rule of speaking at normal speed.

IV. Specific Procedures and Techniques

A. "Mim-Mem". Mimicry-memorizing is the backbone of the drillmaster's work. It is naturally subject to variation in its details, but a typical presentation of a dialogue to be memorized is as follows:

1. Explain the subject of the dialogue (In English early in the year; in the language as soon as this is possible.)
2. Read the whole dialogue aloud, as dramatically as possible, so that the students can get into the spirit of the situation, and can guess at the meanings of new words. Repeat once or twice.
3. Have each sentence repeated in chorus by the class—giving a translation when necessary.
4. Get individuals to recall the dialogue, bit by bit, with as little prompting as possible. Repeat this until they all know it fairly well.
5. Either pass out typed copy of the dialogue (the first few weeks), or have the class open their books (later in the course) and all repeat the dialogue in chorus. The class might be divided in halves each taking one part of the dialogue; then exchanging parts.
6. Assign the dialogue to be learned perfectly for the next recitation.

B. Drill on old dialogues. Constant repetition of all the material previously covered is essential. It might be well, each week or every two weeks, to indicate to the students certain ones of the dialogues which they must remember *in toto*, and require them simply to know the material of all the rest so as to be able to use it in conversation.

One excellent way to make use of learned material is to hand to a small group of students the outline of a social situation in which they are supposed to find themselves, and tell them to carry on the appropriate conversation. For example: (to a man) "You are walking down the street with a girl friend of yours, bound for the movies. You meet a boy friend who has just bought a new car. The girl wants a ride in the new car, and tries to get it by inviting the friend to go with you to the movies. You, however, are intent on going to the movies without the new company." Each of the other two characters would be given similar descriptions of their parts. The three would then act out the whole thing in front of the class. Then, since it is essential to have

full participation of the whole class, the rest of the students might be asked to write out an account of what happened.

This should be a frequent exercise, and it is suggested that copies of all the conversational problems set for the class should be kept for future use.

C. Dictation. Dictation, if properly handled is one of the most useful linguistic exercises. It should sometimes be given on material prepared for the day, other times on material which the students have not seen—humorous anecdotes are good.

Perhaps the best use of dictation can be made by sending one student (or a succession of students) to the board. At the conclusion of a paragraph, correct the work at the board, while the rest of the class correct their own. Occasionally, however, the dictation should be collected and graded (sometimes before class correction, sometimes after it), as it is an excellent test of accomplishment.

Another procedure that has been found useful is to dictate a passage, then have the students open their books and correct their own versions; then the next day dictate the same passage, collect, and grade severely.

The usefulness of dictation exercises is often spoiled by poor technique. The following is suggested:

1. Read the whole passage through, once rapidly, while the students listen attentively.
2. Repeat it one phrase at a time, waiting long enough for all to write, but not repeating again.
3. Repeat the whole passage again, rapidly.

Either step 1 or 3 may well be omitted if the passage is one they have prepared; if the preparation has been intensive (as for example when it is a supposedly learned dialogue), then both should be eliminated.

E. Reading. Just as the object of the conversational work is direct comprehension and expression without translating, so the object of reading is direct comprehension without the interference of English. The reading in this course is carefully graded, so that there should seldom be any difficulty in understanding. There should, however, be an opportunity for the students to ask about any difficulties they may have found. Otherwise there should be little translation in class, except to make sure that difficult passages have been understood. The reading may be treated in class in a number of ways: reading aloud, answering content questions, questioning each other on the content (perhaps the best method), giving summaries, oral or written, using expressions found in the assignments—either in detached sentences, or else in prepared *thème-tema* based on the days assignment. This could be assigned in advance, or be given as a test of mastery in the class. If the reader has exercises for oral practice they should be used to the utmost. Almost any way of treating elementary reading very soon gets boring to a class. Our

keynote should be variety, and constant participation of as many students as possible.

F. Late in the year, weekly reading of periodicals in the language, with oral reports in class. It is suggested that the students be allowed to choose freely any article they wish to read and report on. A suggested procedure for the oral report is as follows: 1. The student puts on the board a short vocabulary of the important words which the class may not understand. 2. He explains the general subject of the article. 3. He gives a summary, from notes, but *not* reading a prepared composition. 4. The class questions him, or he questions the class, or in some way the subject is brought into general conversation. Occasionally the class might be asked to write summaries of what they have heard. It might be useful and interesting to appoint one student as "critic" of the report, and expect him to make note of errors in Spanish.

During the second term, you might assign to each student some general topic such as "education in Mexico," "relations between Argentina and the United States," "The French Empire in Africa, Asia," etc., and expect them to keep informed on these subjects in the periodicals to be found in the library, and ready to give an impromptu report at any time, including specific references to the articles they have read.

G. As the year goes on, more and more varied conversational exercises should be brought into the class. Some of the possibilities are:

1. Word guessing-games.
2. Crossword-puzzles.
3. Progressive story telling, in which each student would add one sentence to the story.
4. Free discussion on current and controversial topics.
5. Read a story to the class and ask for summaries, or ask questions on the contents.
6. Acting of plays. It is suggested that two short, simple plays in each of the languages could be worked up during the year and presented to the French and Spanish club groups. Other short plays could be worked on, the dialogue memorized, and "walking rehearsals" held in class.

V. Typical schedule for Drill-Recitation sessions

A. (Laboratory period early in the year)

1. Rapid conversation, bringing in the day's assigned dialogue and a systematic (though as natural as possible) review of previous ones. (20 or 30 minutes)
2. Question period—answer any questions the students may have about the meaning or pronunciation of the day's assignment. (5–10 minutes)
3. Mim-Mem teaching of one new dialogue. (15–20 minutes)

4. (Here we paraphrase part of a Survey of the ASTP classes): Now the class divides into groups of five, each group forming a semi-circle and disregarding the other. The student at one end of his group puts the questions to his neighbor, who answers. Next, the number 2 student questions number 3, and so on. If anyone mispronounces, he is corrected by the others in his group, while the instructor listens alternately to the groups. About ten minutes are devoted to this. Finally the students are told to stand up, to discard their papers and divide into five groups of two. The drillmaster has written on the blackboard a series of key words or phrases taken in sequence from the dialogues, and with these as their cues, the students now begin five simultaneous dialogues in various parts of the room. To the casual visitor it sounds like bedlam, but this general uproar forces the students to listen attentively and to make their speaking loud and clear. The drillmaster moves about answering questions, listening, and occasionally reshuffling the groups. Midway in this exercise the key words are erased from the board, and the students begin making variations on the dialogue whose essential phrases are now memorized and automatic.

5. Repeat, with a second dialogue.

6. Ten minutes relaxation.

7. A different exercise, such as dictation of an anecdote, passing out the outlines on which a group is to build a conversation etc.

8. A third dialogue.

B. (Laboratory period later in the year), Similar to the above, but with only 2—later only 1—new dialogues, and more of the other material, such as rehearsal for a play, etc.

C. (Recitation hour early in the year). Similar to Laboratory period, but shorter, and including a short quiz, dictation, etc.

D. (Recitation hour later in the year)

1. Short conversational practice.

2. Dictation, content questions, or other *short* test of preparation of day's reading.

3. Reading assignment—dealt with in any of the ways suggested above.

VI. List of "Don'ts" for Drillmasters

1. Don't talk at less than normal speed. Repeat and paraphrase, but refuse to speak haltingly.

2. Don't give theoretical explanations. Don't explain *why* a certain form or word is used; don't explain the difference between *por* and *para*, or the difference between the imperfect and the preterite tense; don't explain how to make a given sound. Simply point out that the student has not given an acceptable response and get him to imitate you. In general, give explana-

tions only when forced to, and never in English unless it would be absolutely impossible to do so in the language.

3. Don't at the beginning of the year, allow the students to improvise sentences. They must be made to stick to the exact forms of expression which they have heard. Gradually after a few weeks, they may be allowed to adapt, cautiously, the material they have learned.

4. Don't conduct your class in English. All the routine directions and questions and answers should be in the language. Refuse to answer the student who says "Will you please repeat?" or "What is the word for . . . ?" Do not allow them to say "I've forgotten . . ." etc.

5. Don't let a student fail to repeat a sentence when you have corrected him.

6. Don't give a student a translation of an English word which he wants if you can possibly lead him to use some other word which he already knows.

7. Don't overwhelm the students with vocabulary and idioms which they don't know. Speak as naturally as possible within the limits of what they have learned. This will build their self-confidence.

8. Don't lecture, in any language, or monopolize the conversation; don't let one student monopolize it; keep it general.

9. Don't be a purist. Teach normal, colloquial language, as spoken by moderately well-educated people. However, it is useful, of course, to point out the difference in the social implications, for example, of such forms as: "Comment ça va?" or "¿Qué tal?" as contrasted with "Comment vous portez-vous?" or "¿Cómo está Vd.?"

10. Don't be satisfied with halting speech from the student. Make him repeat until he can say it fluently; and make him understand that the repetition should have been done outside the class.

11. Don't ask for conjugation of verbs; don't even mention names of forms, or any other such matters that belong to the Interpretation and Analysis sessions.

VII. Miscellaneous

A. The Modern Language Departments own a recording machine, which is used to record student's speech, and to play the recording back to him. The records can be played only on this machine. It is useful for the students to be able to hear their own pronunciation as it sounds to others. Recordings of short passages might be made in Laboratory session every three or four weeks, to keep a record of progress. Recordings have the additional advantage of making possible a more detailed criticism of a student's pronunciation.

B. Language Tables. There will be organized a French table and a Spanish table at luncheon at least once a week, on days to be determined according

to the convenience of the drillmasters and of the majority of the students concerned. It is hoped that the presence of the drillmasters at these tables will provide an opportunity for enjoyable, informal conversation which should greatly increase the students' profit from their language study.

C. Since, as was said above, there are no really adequate texts for such courses as these, it is hoped that the drillmasters will keep notes on suggested changes, improvements and additions to the dialogues, with the idea that we may cooperatively produce some satisfactory texts to use next year or the year after.

D. Examinations and Grades. Though the drillmasters will make out and grade examination questions dealing with the specific text material they have covered in their classes, the grade given to the student is to be a single one covering the whole examination. Similarly the student will receive only one grade for the course as a whole.

E. Problems of variation in pronunciation:

1. Spanish *C* and *Z*. This matter will be explained fully to the students in the I.A. sessions, and they are to be left free to adopt either pronunciation.

2. Spanish "double L." Here likewise, the student is to be left free to pronounce as a *y* or as Castilian "elle."

3. French *R*. We should work for a uvular trilled *R*. This is impossible to teach to more than a few, however. But most of the students should acquire early some kind of back *R*, whether a true trill or a Parisian "*R-grasseyé*." An occasional student will be able to learn only the tongue-tip *R*; he should be made to feel that this is distinctly provincial and to be avoided if at all possible; anything resembling an American *R*, however, must be absolutely eliminated from the beginning of the course.

4. You may occasionally hear that some feature of your pronunciation has been discussed or "criticized" in the I.A. session. Do not be alarmed, as this will never be done in such a way as to diminish the students' confidence in your pronunciation. Nor will it mean that the instructor is setting himself up as having a superior pronunciation. It will simply be a scientific observation of some feature of your particular type of French or Spanish, and a discussion of the other possible variations.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

General Education and a Fused Curriculum in Beginning French

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(*Author's summary.*—A functional course in beginning French predicated on the organismic point of view in learning: relationships of such a course to the concept of general education.)

THE concept of general education, lay opinion to the contrary, is no educational bomb of atomic nature suddenly introduced to a startled academic world. As early as 1939, through the auspices of the National Society for the Study of Education, and under the direction of Professor Alvin C. Eurich, a masterfully-documented account of developments in the field¹ was made available to serious-minded students of educational philosophy. Although the concept of general education may vary somewhat from one institution to another, essentially the term implies earnest consideration of the student as a developing individual in a democratic society, with stress on general values rather than emphasis on specialization. A general education curriculum, whether boldly experimental, transitional, or modestly conservative in nature, as befits the environment from whence it has sprung, shows an increasingly functional outline, a tendency to fuse departmental areas.

No curriculum devised can however accomplish its purposes unless instructional procedures follow suit. However progressive or experimental a course may appear on paper, it must not be forgotten that this material is transmitted by an instructor liable to the frailties inherent in human nature. Some of the duller classes in the writer's recollection have been those where an apparent and laborious attempt was being made to "cut across" departmental areas. Temperamentally unimaginative, stodgily pedantic, these self-styled experts merely outlined before bored classes a series of discrete blocks of departmentalized subject matter. Here empty form was mistaken for substance, and as a result, no actual fusion of curricular material took place. On the other hand, some of the most vital instruction received by the writer has come from so-called traditionalists who through their creative presentation of material, opened ever-broadening, truly inter-departmental perspectives. It would therefore seem that the success of a curriculum devised to further the concept of general education will not depend on the imposition of a prescribed formula, but rather upon the understanding and effectiveness with which the instructional staff presents the course of study.

There is every indication that the personnel point of view will be increasingly applied in the future to American educational problems. It would therefore seem practical for the instructor of to-day to analyze her own

¹ *General Education in the American College.*

course offerings and procedures, and to seek such improvement as will enrich not only her teaching but herself as well. Such evaluation will imply humility in the presence of an ideal, painstaking self-appraisal, and persistent effort, and will involve sacrifices of time and energy. Always on guard against indolence and provincial satisfaction, she will avoid the pitfalls of those who complacently believe that their teaching has always from the very outset incorporated the best in modern tradition. Occasionally, she may face conflicts of a practical nature difficult to resolve. Departmental bonds flourish, and allied interests wax strong, when a faculty is confronted with the specter of "disintegration" associated with a plan stressing departmental fusions.

It is well to remember that no single curriculum or unique instructional procedure can be prescribed for all conditions. Therein would lie the fallacy of attempting to impose upon a successful institution of conservative tendency, courses of study borrowed from experimental colleges founded to stress other educational objectives for a differing type of clientele. Therein too would lie the fallacy of transferring, without sufficient thought, widely heralded methods from one set of conditions to another, with little or no consideration for the total aspect of the new situation. Thoughtful meditation on the part of administrators will increase their awareness to the fact that scholars are not necessarily teachers. However great may be the luster added to a faculty by the presence of eminent research specialists, more often than not their most notable attainments lie within their own spheres rather than in the fluid domain of complex human relationships.

In few areas has intellectual fermentation of late years been greater than in the field of modern language teaching. Just as the reading method some time ago was the reported panacea for linguistic ills, so to-day fervent exponents of the so-called Army method would introduce this procedure in schools and colleges to the exclusion of other methods. Based on conflicting concepts, total adoption of one method implies rejection of much that is commendable in the other. In the welter of claims, modern language teachers, as never before, face an exacting test in discrimination, a test in judgment all the more intensified by increased student interest displayed in one-year basic language courses throughout the country.

In 1939, the writer, then on the threshold of experimentation with various methods, formulated the following objectives for her beginning students in French at Mount Holyoke College.² In general the same aims guide her teaching to-day.

- I. To develop the understanding of French, and increase its enjoyment through four approaches:
 - a. oral expression
 - b. reading
 - c. aural comprehension
 - d. writing

² French 101-102, three credits each semester.

II. To acquire, cutting across departmental lines, a store of fundamental facts, principles, and theories concerning France and the French:

- a. a body of facts pertaining to the geography, history, religion, and social organization of France that will serve as a background
 1. for the understanding of French civilization, and its relationships . . . political, cultural, and otherwise . . . with the world at large
 2. For the understanding of French literature to be studied in following years
- b. a grasp of tendencies and movements, with emphasis on outstanding achievements in the creative arts: trends in letters, music and the theater, and the fine arts
- c. an understanding of significant features of French national psychology, customs, characteristics, etc.

Curricular matters being indissolubly linked with those of instruction, it follows that a course of study is but a chill block of substance awaiting the hand of Pygmalion and a combination of forces to infuse it with life. In this day of contradictory claims, the method implementing a foreign-language program is therefore of great importance. The writer has reason to believe that for any course of study where intense haste is not a requisite, the four integrated processes of speaking, reading, hearing, and writing, will produce better results in all areas than would intensive drill in any one area to the detriment of its three co-related spheres. Learning to-day as taught by organismic philosophers emphasizes wholes rather than fractioned parts. Functional grammar lessons . . . reactionary if viewed by a pure reading specialist . . . simplified to a minimum if viewed by a conservative . . . *can* form a general framework in which the reading, writing, oral and aural skills are developed.

Associated in importance with progress in the fourfold areas of linguistic achievement, is the development of cultural understanding. With newspapers, periodicals, documentary films, newsreels and radio broadcasts giving a prominent place to the affairs of France through the fluctuations of war and political change, invaluable cultural material has of late made its daily impact upon students of French in their total environmental aspect. Need we mention the personal correspondence of adolescents with their "happy warriors?" The resultant youthfully enthusiastic response represents a dynamic force of great potential significance, which the writer seeks to channel in developing those attitudes and understandings so essentially a part of the pattern of general education. Obviously such topics as Family Life in France, the Enfranchisement of French Women, Napoleon and Russia with Recent Parallels, France and her Colonies, Governmental Reforms, Artistic and Intellectual Developments in Paris, or G.I. Joe at the Sorbonne, could not be profitably discussed in French with the beginners, nor would student-sponsored introduction of illustrations featured in current reviews, best lend themselves to formalized instruction through the foreign medium.

Such occasional discussion periods, spontaneously initiated by the students' immediate interests, might involve partial completion in class of

prepared assignments, the postponement of a grammatical point or two. In the light of ensuing attention to linguistic matters, an attention intensified by the young ladies themselves, the writer finds this student-inspired activity rich in dividends. Not only does a heightened morale result, but undoubtedly contributions are made toward that richer social consciousness so characteristic a feature of the general education which to-day emerges from the laboratory of experimentation to take its rightful place on the stage of American educational thinking.

College language departments often sponsor foreign films, both formally documentary, and otherwise. Mount Holyoke College is no exception, and early in 1945 presented Jules Romains' *Knock* and the ever-popular *Mayerling*. The beginners' attendance at these two events, although on a voluntary basis, was not far from one hundred per cent. Although adult opinion may be divided as to the merits of certain Hollywood films dealing with French themes, these presentations do awaken ideas in students, and suggest at times literary and artistic moods, even though inaccuracies and improbabilities occur. When a *Song to Remember* and *Mlle. Fifi* appeared at local theaters, great was the excitement of the beginners to discover the familiar names of Hugo, Balzac, and Maupassant, and greater still their curiosity in regard to the devastating effects of George Sand's fascination.

Since the writer is Directrice of the Mount Holyoke *Foyer*, a dormitory housing some eighteen French-speaking students, it is a relatively simple matter for her to sponsor 101-102 pupils as occasional luncheon or dinner guests. She remembers particularly well the mirthful French banter of a joyous table improvised one afternoon upon discovery of the forthcoming absence that evening of eight of the regular *pensionnaires*, who had unexpectedly decided to visit a neighbouring metropolis. The writer merely invited a student in her afternoon section to dine that evening at the *Foyer*, and to bring with her any chosen seven classmates. A last minute, informal invitation of this type could only be extended under certain circumstances. Practical considerations such as impending vacancies, degree of acquaintance, the "current" frame of mind of the domestic staff, already overburdened these past critical years, the state of fatigue of house members as affected by examinations and long papers, their collective nervous tension as correlated with anticipated or retroactive weekends, these and other factors are so many patterns in the field of perspective considered by the writer in the issuance of invitations.

Community activities on a residence campus offer a rich reserve from which beginning students may draw materials illustrative of French culture. That recent classes were developing spiritually, politically, and aesthetically, as citizens of the world, as well as grammatically, was evident in their intelligent and animated appraisal of college-sponsored performances of Ravel's *Daphnis et Chloé* by the visiting Cleveland orchestra, their delight in John Kirkpatrick's finely-wrought miniatures of early French music at

the piano, and their reactions to such campus events as André Masson's ultra-modern exposition, and Professor Morize's timely presentation of current French problems. While they themselves might be unconscious of their achievement, the beginners were weaving their three-credit strands of French class-room experience into the rich tapestry of general education.

Every year the writer has regretted that more time was not available in her basic three-hour course for further excursions into French literature through the medium of texts presented in the original, non-adapted form. That such achievement is feasible was proved to her some years ago when a class in which extensive reading had received considerable attention, finished the year with a profitable study, intensive in nature, of seven Daudet tales. Although gratifying, this orientation was slight. However encouraging the general achievement may be, a thoughtful instructor cannot but feel that the beginning students, at long last in possession of their basic skills, should have the opportunity of focussing those skills on primary source material that might integrate itself in well-outlined literary, artistic, or social patterns.

The remedy would of course lie in the valid expansion of the credit hours attached to the course. With an increased number of meetings a week, and correspondingly augmented hours of preparation, the writer believes that a basic orientation to French literature and culture, through representative texts read in the original, non-adapted form, might be achieved. She would not be averse to a sprinkling of a few judiciously chosen translations. Ever mindful of the fact that she is training only an occasional future French specialist, she would prefer her beginners to read a seventeenth-century play in the classical tradition, an eighteenth-century philosophical treatise, and a modern novel in translation . . . inadequate and imperfect as such renditions are . . . rather than allow them to leave un contemplated these vehicles of French thought and form. Perhaps too, a gesture towards worth-while leisure-time activity might thus be initiated. As a result, a far more meaningful course of study than is possible under present circumstances would thereby be created.

Indeed the writer envisages almost unlimited possibilities in the adoption of French as a basic area in a core curriculum devised to answer the needs of general education. With an increase in time allotment and facilities for attention to individual differences, a dynamic course of broad proportions might be created. By such a presentation the writer does not mean a mosaic survey course in which a series of non-French specialists would lecture respectively on their subject matters, but rather the study of a civilization through its own literature. To cite but one example: even in the basic stages of French learning, certain skillfully adapted chapters from Hugo's *Les Misérables*³ invariably bring delight to Mount Holyoke beginners, and awaken in them an exhilarating sense of power and achievement. In the

³ Bond, O. F., *Les Chandeliers de l'Evêque*, Book III, Heath—Chicago Series, 1936.

fabric woven by Hugo they trace with pleasure the threads of nineteenth-century social, psychological, political, artistic, historical, and literary experience. Every year adolescent enthusiasm is such that the instructor is obliged to relate other sequences taken from *Les Misérables* of incidents somewhat familiar to the beginners through acquaintance with English translations or films, and to answer eager questions based on the story that necessitate thoughtful review on her part. The same interdepartmentalized information presented in a series of segmented chapters within the pages of an encyclopedic so-called cultural text, would leave them indifferent if not actually resentful. Since masterpieces after all reflect life itself, students of an intensive core course in French would be richer in their understanding of society, richer too in their understanding of individual human motivation.

An instructor who in all probability represents the single formal "French" influence in the lives of her charges, must make the most of her opportunities. If her students are to develop a warm friendliness towards France, and an appreciation of its contribution to world culture, if they are to acquire adequate foundations upon which to build as generalists in their post-college careers, she alone must kindle, fan, and orient this initial activity in French. Responsibility of this sort is fraught with challenge, particularly to-day when intelligent democratic living emphasizes the need for broadened understandings.

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

Integration of High School Subjects with Special Reference to Foreign Languages

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(*Author's summary.*—Foreign languages, even at the elementary level, can contribute to the general aims of the curriculum without sacrificing their specific linguistic aims. There are ways of integrating even the one-year course of a foreign language with other subjects in the curriculum.)

INTegration may be defined as the process of becoming whole or complete by bringing together the various parts of the whole. Integration or unity is the opposite of segregation or isolation.

When this definition is applied to the school organization we are usually referring to a type of school that is not divided into many independent subject-matter departments each with its own objectives that may or may not contribute directly to the general aims of the secondary school but one in which all subject matter is unified around the major purposes of youth education expressed in the objectives of the school program.

Integration of subjects has been achieved in many elementary schools by a complete reorganization of the curriculum around broad areas of living that represent the needs of the student for living in our modern world. They have been able on the elementary level to discard the traditional classification of subject matter where acquisition of knowledge and skills is an end itself and substitute the integrated curriculum which seeks to develop not only the intellectual child but also the physical, social, vocational child, that is, the whole child fully and completely so that he might become a well-balanced, integrated personality.

In a school where subjects are so integrated the teachers are usually more than subject matter specialists requiring of their students mastery of skills or acquisition of knowledge only; they are interested too in the use to which such knowledge will be put; in other words, they are concerned not only with what they are teaching, but also with whom they are teaching. In fact, their chief interest is in making young people healthy, happy, self-supporting good citizens using their subject matter to realize this goal.

Also, in a school where department barriers are being broken down and where all subjects are more or less related, because they contribute to the dominant purpose of the school, there is apt to be a lack of antagonistic competition between teachers. Instead, they plan and work together harmoniously to achieve common goals through their various subject matter.

The unified curriculum is characterized too by the type of courses offered. They are less academic and more functional in nature as their very names sometimes indicate. For example, instead of English 1, 2, or 3 we might find some such title as Basic Language, Social Language, Journalism or in place of Spanish 1, Introduction to Spain and the Americas.

The students of a school so unified should understand better the relationship between the various fields of knowledge and therefore they should get a better picture of life as a whole. Their experiences in and out of school should have more meaning and hence more interest for them and, as a consequence, they are more likely to become better adjusted individuals.

This movement of unification of subjects started as a revolt against extreme departmentalization and preoccupation with mastery of subject matter. It had become apparent that this approach was not providing the broad, balanced perspective needed by youth for intelligent living. The teacher often lost sight of the dominant purpose of the school so engrossed was he in the special interests of his own department. He seldom conferred with others outside his field because he saw no need for it. He left to the immature minds of his students the task of fusing into significant wholes through some sort of automatic process of assimilation the fragmentary impressions gathered from his various classes. The unified curriculum, on the other hand, helps the student to integrate his varied experiences into some kind of organic whole.

The reorganization of the whole school program around so called centers of interest has not been done on the high school level as it has been in the elementary school where, by the way, some of the best teaching is done. The high school, as we are all too well aware, is more dominated by the college and tradition. There has been, here and there, some attempt to organize learning experiences of the high school student into patterns more significant than the conventional subject organization. But, in most cases, emphasis has been placed on correlating work within the course to take account of broader fields of relationship. This has been done in the senior high school, however, more in the fields of English and the social sciences than in any other.

But educators have shown hesitancy about integrating other subjects in the senior high school curriculum especially the so-called tool subjects of mathematics and foreign languages where definite skills are to be acquired and which are considered college preparatory subjects. Yet, there is a real need to relate work done in the Latin, French and Spanish classes to that done in other classes and to the real purpose of the school, for often there seems to be no connection and frequently there is not when the teacher is too concerned with pronunciation and verb drills and grammar analysis.

Indeed, the language specialists have shown little interest in this movement of integration because they feel that they must teach the language skills first and that they cannot teach the skills of reading and writing and speaking and understanding a foreign language and at the same time develop in the student attitudes, interest and appreciations that contribute to the objectives of youth education. They contend that the language skills must be mastered first and later will come the use of them for cultural or vocational purposes. In other words, form first and content afterwards. But

there is no "afterwards" for the majority of students enrolled in the language classes of the high school of today. Most high schools offer only the two-year basic course even for the college preparatory student. The non-college student usually takes only one year of a language. It is impossible even with a junior high school language background and the additional maximum two years to teach mastery of all of the linguistic skills which alone does not justify keeping foreign languages in the high school curriculum. Recently a professor of education put the problem before the class with this question: "What value is there to the non-college student to be able to say "parlez-vous français"—"oui-oui," "non-non?" And yet there are a large number of the terminal students in the foreign language classroom who have gotten little more out of the course than the ability to use a few stock expressions.

This question now arises: Can foreign languages contribute to the objectives of secondary education from the start without much loss to their specific objectives of the ability to understand and use the language as a means of communication? In other words, is there a way of integrating, in the early stages, foreign languages with other subjects in the curriculum without sacrificing the linguistic aims that are attainable in the time allotted to them?

I say, not only that they can be but that they must be if they are to justify their continued existence in the curriculum of the average high school of today where, according to the Statistical Summary of Education, 1937-38, made by the United States Office of Education, "the chances were only 1 in 7 that a high school graduate would continue his education through college,"¹ and pursue his study of the language. And furthermore it has been done in an experiment conducted by the Stanford Language Arts Investigation. In this experiment foreign languages and English were unified under the broad area of expression and communication around the common objective of the ability to use and understand language as a means of communication of socially significant content through which the student develops attitudes, interests and appreciations set up by the school. That is, linguistic skills were developed through meaningful content. Form and content were one and the same.

The book written by Walter V. Kaulfers, Grayson N. Kefauver and Holland D. Roberts titled *Foreign Languages and Cultures in American Education* presents the reports of the teachers of foreign language, English and social studies who participated in the experimental programs. This was a three year curriculum project sponsored by the General Education Board and involving the participation of 151 teachers and administrators and 10,000 students in 28 schools distributed through 3 states. It aimed to establish in representative schools programs of instruction in the unified

¹ Biennial Survey of Education in the U. S., Statistical Survey of Education, 1937-38 Bulletin 1940, #2. Chapter 1. Federal Security Agency, U. S. Office of Education.

curriculum of the language arts which would encourage the development of effective curricula in the language arts.

Kaulfers says in this book that unification of any special field with the central objectives of education can be achieved in three ways:

First, "through the selection of content and learning activities that will directly or indirectly supplement or reinforce the ultimate unifying objectives in terms of different avenues of approach." For instance, he mentions a school in Palo Alto, where English and Spanish are correlated through specific references to the contributions of the Spanish-speaking peoples to the contemporary culture in California. Emphasis is placed on Spanish expressions heard, theatre programs, magazine articles, newspapers and literature read for comprehension. This is the method of correlation and the one used by most teachers. I shall refer again to this method.

Second, "Through the fusion of relevant content from special fields." This refers to the use of units of work developed around centers of interest as a basis for classroom teaching. For instance, the title of a sample unit for an advanced French class might be *What did America do for Haiti?* In the development of this unit, the teacher and students use whatever subject matter they need to solve the problems that arise. The students would study not only the French language but they would find it necessary to read American and European history, study geography and write in English so there would be correlation of French, English and social science.

Third, "Through the introduction of such orientation courses in special areas as will contribute both to the ultimate objectives of the curriculum and to the specific aims of the special fields." Many junior high schools already have such orientation courses in the fields of the social and physical sciences. But few senior high schools have such a course in the field of language and it is in such a course that I am interested and to which I shall refer later after first considering the problem that exists in the language classes of our school in the city of Washington, D. C.

Our school is a business high school with a student enrollment of some 1700 or more students. This school, although it has a college preparatory department, is terminal for a majority of the students. They study typewriting, shorthand, bookkeeping, office practice and other business subjects along with English, some history and some mathematics for two or three years to qualify for clerical jobs in private business or in the various departments of the Government. A much smaller group goes on to college.

Now, many of these non-college students enroll in the modern language classes, some because they are curious about what is "foreign," some because they have friends or relatives that are interested in having them enroll, others for cultural or vocational reasons often given them by the guidance counselor or language teacher who wants full classes in these elective subjects. These students seldom complete the two-year basic course. They drop out for the most part at the end of a year's study! Just one year

of a course designed for two years of continued study at least! What have they learned? What could they learn in a course so organized that would be worth the time spent in the class? Yet the needs of these students must be met as well as those of the ones that plan to continue the study of the language in college.

However, since the A.S.T.P. was able to achieve such excellent results in its foreign language classes in a period of nine months, much more is now being demanded of language teachers in civilian classes even in a one-year period. But, we must remember, that these excellent results were due mainly to the presence of certain factors which are absent in our situation: first, an intensive course of three twelve-week terms of fifteen hours a week, second, carefully selected and highly motivated students and third, the native bilingual drill master as well as the regular instructor of proven excellence. Jacques Barzun, who formed a part of a "Language and Area" instructional unit, explains the success of the A.S.T.P. in this manner in his book, *Teacher in America*: "The men were segregated, put in charge of foreign instructors, drilled morning, noon, and night under conditions of prison-like rigidity. Standards were high and failures from laziness or incapacity were weeded out as fast as they showed up. Two powerful motives were at work; the negative fear of not keeping up and therefore being returned to the ranks and the positive wish for a commission and the pay that goes with it."

To expect comparable results in the public schools a similar program would have to be instituted. In the meantime, we teachers of foreign languages must face squarely the problem of the one-year student in our present set-up and do all we can to make the time he spends with us of real educational value to him.

Very briefly, I shall relate what we have done and are doing in our school to meet the needs and interests of these students.

Instead of starting out immediately teaching the French language in the conventional manner, we devote the first week or two to a brief consideration of the language in general, its meaning, origin and development. We show how the French language began and developed from the Latin and how later, it entered the English language and influenced its growth. Then we talk about the French in the New World and connect their study of the new language with their present environment by considering French place names and French words of daily use in our language.

Then the textbook that had been in use for a number of years was ill-suited to the needs of the one-year student since he wasn't able to get very far with its long and involved lessons so we had an alternative textbook placed on the approved list and this book is complete in itself and can be easily covered in one year, leaving time for some extensive reading besides. Another very desirable feature about the book is that it successfully correlates French with English, art, music, literature, and history through

meaningful content written in English and French and in so doing it helps to unify the study of French with other subjects in the curriculum.

In connection with the reading material, we often visit museums, art galleries and libraries, of which there are many in the capital city, to see exhibits of French art mentioned in the text.

We have found the legations and embassies in the city always cordial to the teachers and students of foreign languages who wish to know more about the people they represent. We have always had very friendly relations with the Haitian Embassy in particular which we visited annually before the war and for which visit we made careful preparations in French. We also invite many French-speaking people of the community to come to the school and tell us about their country.

Some of the students have found it quite interesting to exchange letters with French speaking boys and girls living in Canada, Haiti, and France. Unfortunately the war just about eliminated this very excellent means of contact.

In addition, we use as much auditory and visual material as possible in connection with the lessons. The department has a portable victrola and a set of speaking records and a few singing ones which we use especially in connection with our pronunciation work. We keep a bulletin board for the display of material brought in by the students and teacher. Many find it interesting to keep scrapbooks into which they put their collections of stamps, menus, pictures, clippings, and French words used in English. We have a moving picture of "My Trip to Paris" taken and edited by the author for use in her French classes.

We also encourage the reading of such books as Dickens' *Tale of Two Cities*, Dumas' *Three Musketeers* and *The Count of Monte Cristo*, and Hugo's *Les Miserables*.

And each year we dramatize some of the French holiday festivals for the benefit of the whole school. For instance, at Christmas, we present a dramatization of *La Veille de Noël à Paris*. This gives an opportunity to those who like to sing, dance, and act to participate in the solemn church scene, *La Messe De Minuit* and in the home celebration, *Le Réveillon*, the gay midnight supper.

Some of the material used in these activities is being put together in booklet form and one day we hope to be able to make it available to our non-college students in particular.

So these are some of the activities and learning experiences my students engage in. Some help them directly in the mastery of the language, others help develop interests, appreciations and attitudes that contribute directly to the aims of the school. All help to correlate French with their other experiences in and out of school and hence give more meaning and interest to their language work. I have been using, as you have noted, the first method of unification given by Kaulfers.

But I know you are wondering how I find the time to do all this and to teach thoroughly the French language. I must hasten to admit that many of these activities unfortunately do not form an integral part of the instructional program but are carried on in the Club by the few who have the time to attend. I realize that I'm still not meeting the need of most of the terminal students, for, as the course is organized now, I have to devote most of my time and energy in the classroom to teaching language skills. That is why I want now to recommend the organization of a special course, (Kaulfer's 3rd method of unification).

We are now revising the foreign language curriculum of the public schools of Washington. Last year we formulated a philosophy and set up objectives. Next year we plan to recommend to the Committee the following type of basic language course for the lower division of the senior high school, designed to meet the needs of both the college and non-college students, especially of the one-year students:

A course that would survey the whole unified field of language with a special emphasis on improving the use of English through the study of the origin, development and structure of all language as a means of communication. One that would deal with such topics as, the origin and development of human speech and writing; language change, multiplication of languages into families, origin and structure of English, contribution of each language to English and to civilization, principles of word formation and derivations. All this would be taught in simple concepts on the level of high school students.

The objectives of this course in senior high school would not be, chiefly, to forecast future success in language but first, to develop a language consciousness in the student through the gradual realization that language is a universal medium of expression occurring in various forms having common origins; second to develop better citizens of the world with international sympathy and goodwill toward foreign peoples through a broader knowledge of the customs, history and traditions of the nations and finally, to increase the understanding of English.

Such a course would be a valuable integrating agent in the curriculum since its contents would be made up of English, foreign languages, history and social sciences.

Such a course would serve, too, as an excellent orientation course for the college preparatory student and the non-college student who might continue a study of language later in school or after graduation. It would also have a high surrender value for the terminal student. And finally such a course would contribute to the aims set up both by the foreign language department and by the school for the education of its youth.

A Case for Scientific German

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(*Author's summary.*—The author looks upon Scientific German in the light of recent, present and future international conditions. He sees both the disciplinarian and functional values of Scientific German greatly enhanced and stresses its extension into the junior and senior years of the college curriculum.)

EVEN before the outbreak of this past conflict it has been the deep-seated and often voiced opinion of qualified men that our own technical advancement, the training of a superb staff of scientists and laboratory assistants, as well as the accumulation of a large body of scientific literature have long tended to make us more and more independent of European, and consequently German science and scientists. In addition, as the scales of conflict tipped more and more in our favor, and as we became by actual contact and findings aware of our technical superiority, this opinion grew into a firm belief. Certain military contraptions which we found in northern France seem to us products of a childlike imagination; German medical instruments were found to be obsolete and inefficient; in certain fields of research decisive in the outcome of the conflict, i.e., in atomic research, we had far outstripped our antagonist. So at first glance we seem to have grounds for the belief in our technical superiority. However, from time to time, and at rather frequent intervals, we heard and read and are still hearing and reading about technical and scientific advancements made by Germany which give us just cause to raise our eyebrows in true apprehension. When we, moreover, realize, that we had specially trained staffs of men combing the occupied territories hard on the heels of our advancing armies for all sorts of technical and scientific documents; that sheaves of such documents were dispatched posthaste to Washington, we were suddenly confronted with the cold fact that responsible parties in authority have opinions and beliefs concerning the present status of German scientific achievements which are very much at variance with those which we held or are still holding. Experience proved our theories wrong. We should now say that what Germany accomplished with the insufficient means at her disposal was phenomenal. In this connection we recall news items such as the German accomplishments in jet-propulsion, and in the construction of certain types of combat planes. We recall, furthermore, recent announcements concerning advancements in branches of chemistry which do not for the moment engage our serious attention, as for instance in the chemistry of cellulose. German successes in the production of synthetic blood plasma and of a polyvinyl alcohol used to fill the thoracic cavity in case of a collapsed lung, and many more such items are equally startling.

We have good and valid reasons to take the official attitude towards German science held by Washington, seriously.

* * *

Let us for a moment look into the reasons why we offer Scientific German in our college curriculum. While the author has offered and given Scientific German at senior high school level, such studies are chiefly confined to the college curriculum as required courses towards the bachelor's degree in applied sciences. Students may take Scientific German for various reasons. They may take it as an alternate elective for literary German reading and translation courses during the sophomore year. This may be done either by choice of the student or because sections of literary German are too large. Then there is the occasional graduate student who "works off" his Ph.D. reading requirement by regular attendance in undergraduate classes in German. If he does not attend such a class either as a regular student or as an auditor, he may wish to cut his training time short by engaging a tutor and by later taking special examinations, as scheduled regularly by the German department of the respective school. In any case, the student's aim is to fulfill a requirement and in most or many cases a grade of "C" indicating mediocre, though satisfactory, performance is sufficient as far as the student and the registrar's office are concerned. There is, of course, the occasional outstanding student who takes more than a passing interest in Scientific German and becomes genuinely captivated by the scientific attitude growing up gradually within him. However, such instances are comparatively rare, unless the teacher by personality, command of the subject matter and teaching technique can instill into the student that rare thing called scientific attitude. Commonly, however, such skills in Scientific German as have been acquired in the course of ordinary studies, are neglected and forgotten as soon as the examination hurdles have successfully been taken. Moreover, if and when during later studies or research the necessity of going back to research reading in Scientific German presents itself the going is tough. The author has seen such cases of rather pitiful endeavors with German journals in support of chemical experiments planned or actually under way. And such inability finds for the most part acquiescence on the part of science professors who are satisfied with rapid reading and scanning on the part of the student. Thus we have at present a situation which stresses mediocrity of performance. Our nation has no or only few experts in scientific German; and if there ever was a time when experts in foreign scientific literature were needed, it is the present. To be sure, we find ourselves now in the fortunate position, where we can go to a native born German, perhaps a refugee, a German intellectual or even scientist for some needed information. There is nothing against such a practice; to the contrary, it is a correct one. But it spells dependence to just that degree. Moreover, such favorable circumstances will not always prevail.

The time has come, when we ought to have our own staffs or experts in the research of foreign scientific literature. Our present all-out effort to retain the scientific lead, which we have just achieved over our foreign competitors, bids fair to be realized. Experts in Scientific German are needed in the race for technical supremacy.

* * *

A correct appraisal of the educational values contained in the study of Scientific German shows that both schools of thought, the mental disciplinarians as well as the functionalists, have here many reasons why they should lend their wholehearted support in advocating the serious study of Scientific German. Successful pursuit of Scientific German is based on accurate knowledge of grammatical concepts and functions and manifests itself chiefly in a twofold procedure: first to carry out definite syntactical movements within the independent and dependent clause; second, to say no more and no less than what is actually seen on the printed page. The occasional adjustment of an awkward German construction into good English may be included here. Thus the beginning scientific student will, if he wishes to do good work, be faced with the necessity of reviewing his grammar purposefully, and thereby master all grammatical functions consciously or subconsciously. The perfection of a technique of translation as represented by accurate movements and faithful reproduction of only what is seen is a training course in itself. To what extent such training aids in the first prerequisite towards actual scientific work cannot be estimated, but also, it must not be underestimated. Observation of details, correct formulation of clear thoughts and concepts and positive expression, all have an integral part in the training of the young scientist. And long before the end of the student's study of Scientific German he will have developed the mastery of that scientific terminology which is inherent in the field of science in which he is reading. That in itself is a gain the value of which must not be minimized. By the time the mental disciplinarian has brought a student to this stage he will be proud of him.

The mental disciplinarian will rest his case right here. His work is done, since it terminates in the training and developing of the student's mental capacities and having once developed these according to the time-honored and orthodox laws of learning, the student is now supposed to apply himself, by virtue of his newly developed capacities, to whatever problems, including scientific work, of course, are before him. It is an end in itself and that has been achieved.

But long before that end has been achieved the functionalist has stepped into the picture. If he is a sound functionalist, a real scientist and a man interested in the correct training of a young scientist, who sometime afterwards will work beside him or even step into his place, he will see the justification for the training outlined above. He knows from personal ex-

perience as well as from sound observation that a scientist is a scientist only when, in addition to inspiration, imagination and sound knowledge, he possesses the technique which alone permits him to achieve what he set out to do. And no scientific technique permits of flaws, inaccuracy and inadequacy of manipulation. Thus, to the sound functionalist the factor of mental discipline is only a means to a definite end, but it is a most necessary means without which he cannot get along. He comes fully into his own, when the student of Scientific German is ready to carry out actual research work in German journals effectively, and not in the cursory haphazard way in which it is so frequently done.

* * *

The sound functionalist, however, has a far greater stake in the study of Scientific German than seems indicated on the surface, especially when he has only classroom disciplines and their benefits to the student in mind. Never before has the scientist had more compelling reasons for seeing a professional and scientific attitude present in today's student of science. World events and their profound effects on social and professional organization are presenting us, ethically and intellectually, with an entirely new frontier. The struggle for world power has eliminated contestants of second rank; it has resulted in voluntary or involuntary regimentation of huge groups of scientists and technicians and thrown them into competition with one another. And while we seem now to enjoy a respite from our recent efforts, we are faced with the inevitability of further competition of the fiercest sort. There is no need to elaborate on this matter nor on the various efforts that are being made by the major contestants in the direction of a final struggle. And in view of this problem, of the dynamic situation and the impending events, the sound functionalist cannot but attribute a new evaluation to the study of Scientific German.

He has here the finest opportunity to harness dormant or just awakened abilities while they are still of classroom size and to draw them into the wide field of actual and competitive work; i.e., to make them part and parcel of the present struggle for existence itself. If formal education is designed to make the average individual more fit to survive, how much can a highly socialized study with such an eminently practical aim as Scientific German accomplish this purpose within the limits naturally ascribed to it? It could be forged into a weapon of incisive sharpness and aggressive brilliance.

How can that be done? The author has in all his experience of teaching Scientific German insisted that, once the preliminary training period of the student had come to an end, the student read his material, as if he were an accomplished scientist. And while fluency was gradually developed, the author insisted also—with effective results—on the use of technical terms and phrases; and, in discussions concerning the subject matter, only scientifically formulated speech was permitted. He stressed the value of imagina-

tion and technique, both historically and currently, and kept constantly before the students these two facts: the scarcity of experts in the field of Scientific German and the era of ruthless scientific competition in which we are living. Thus, competitive necessity as much as descriptive technical accuracy aided in giving his students a taste of the professional and scientific attitude and in making studies truly functional in nature and value. The forming of a scientific attitude is an absolute necessity for the real scientist. It is not necessary to wait for this until later years of actual work force its formation slowly and painfully; it can be effectively done in the correct pursuit of Scientific German in the college classroom.

* * *

Seen in its due relationship with the picture of national and international conditions and developments, the correct pursuit of the study of Scientific German in our colleges and universities would not only receive a new evaluation but should be explored and revitalized towards its greatest possibilities. At least a concerted and well-organized attempt at the correlation of the two could and should be made. No time is so auspicious for such a step as the present; and few other phases of our undergraduate curriculum contain so many elements favorable to success. The necessary steps are few and simple in nature. Disregarding basic or first year Scientific German because of the nature of training and subject matter, we can see great possibilities in intermediate or second year work and especially in advanced courses of the junior or even senior year.

There is first the individual class to be considered. And there is, moreover, no reason in the world why intermediate Scientific German cannot be drawn into the sphere of preliminary or introductory research reading. We have now at our disposal a considerable number of German technical journals of as recent date as 1944, located with certain of our eastern bookdealers. At instances such bookdealers have, by virtue of the fact that they are agents of the Alien Property Custodian who is in charge of reprinting German periodicals during the war, access to much more material than they themselves possess. It is therefore easily possible to procure reprints of much up-to-date material through such dealers. Entire volumes or individual issues may be purchased and used as texts in the classroom. There are also a number of good technical and scientific dictionaries available, both of general and specific nature. Their use in close conjunction with journal texts is good practice in handling research tools. And while the entire class spends a semester or two in this manner, the finest incentive to such work can be given by preparing multigraphed copies of the final form of translated articles for library use. One student who has a particularly good handwriting is charged with the task of preparing such a final form in longhand first; this form is the basis of the multigraphed copy or copies. Individual copies can be distributed among the class members. Another

can be deposited in the class library or that of the department or that of the institution. Such a procedure emphasizes achievement of the finest kind and can only underscore the functional values of such studies.

During the advanced reading courses the subject matter can profitably be individualized; i.e., students interested in certain phases of chemistry, such as the chemistry of colloids, or of cellulose, or plastics, or synthetics, or in any other branch of other sciences, can easily be furnished with journals containing articles dealing with their special field of interest. The accumulation of a departmental or institutional library for actual service purposes can thus become a very valuable project. The author himself is at the present engaged in this type of German research reading with the express purpose of not only giving his students sound training in scientific German but also of building up such a translation library.

And what can be done in one institution can also be done in other institutions. What is there to prevent the more widely-spread functionalization of the classroom studies of Scientific German, and beyond that into an inter-institutional clearing service of such literary scientific articles? The author wishes to project the possibility of establishing gradually such a clearing library for service purposes. If such libraries exist they should again be brought to the attention of potential users. It can be done and it is worthwhile. It can only attach new value to the study of foreign languages, something which we need so badly at the present time. Moreover, what has been said in regard to Scientific German can also be said in regard to French and Russian.

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

Currently Available German Realia

MAXIM NEWMARK

Brooklyn Technical High School, Brooklyn, New York

THE following list of realia was compiled in order to ascertain exactly what materials of this type are available at the present time in the United States for use in German instruction. It is gratifying for the German teacher to note that there is quite a considerable body of such material in spite of the fact that imports have been suspended for more than six years. Nevertheless, there are serious lacunae which, in view of the present international situation, are likely to remain for an indefinite time to come. Among the items in which shortages will be noted are charts, up-to-date films, recorded folk music, models, post cards, posters, etc. In addition, many other features which in the past have served for the enrichment of German language instruction are now necessarily missing, particularly correspondence with foreign students, travel and study abroad, etc. The university language houses and summer language schools have compensated somewhat for the lack of foreign travel and study, but not entirely, of course; and steps have been taken for the resumption of the junior year abroad (in Zurich as yet).¹ Most encouraging of all is the resurrection of the German Service Bureau under the direction of Professor Werner Neuse of Middlebury College.²

Teachers who have had occasion to consult lists of realia have no doubt often been discouraged by the haphazard arrangement of items and by the omission of significant information. It is unfortunate that many compilers of such lists have taken the easiest way out of what must necessarily be a tedious labor of detail. The usual procedure has been to list sources under general subject categories. Often lists have been compiled with uncritical zeal merely on the basis of previous lists, and the major burden of inquiry has been left to the consultant. If such a list is really to function, it should be arranged primarily under subject headings, and it must be as specific as possible with regard to particular items, descriptions, prices and addresses. In addition, it should give the consultant reasonable assurance that the items are actually available. If correspondence is necessary before ordering material, that fact should be noted; and, in general, the consultant's task should be reduced to a minimum.

These considerations have dictated the principles and procedures followed in compiling the present list. Use has been made of the most important lists of comparatively recent date. In particular, the following sources have been carefully exploited:

¹ Cf. *The German Quarterly*, XIX, 2 (March, 1946), 152-156.

² *Ibid.*, XIX, 3 (May, 1946), 215-216.

1. *Auxiliary Syllabus in Modern Foreign Languages*, N. Y. C. Board of Education, N. Y., 1937, pp. 108-119.
2. *Modern Foreign Languages and Their Teaching*, Cole-Tharp, D. Appleton-Century Co., N. Y., 1937, pp. 586-619.
3. *The Teaching of German*, P. Hagboldt, D. C. Heath & Co., Boston, 1940, pp. 188-216.
4. *Modern Language Teaching*, C. H. Handschin, World Book Co., Yonkers-on-Hudson, N. Y., 1940, pp. 255-266.
5. *Modern Languages for Modern Schools*, W. V. Kaulfers, McGraw-Hill Book Co., N. Y., 1942, pp. 490-503.
6. *Teaching a Modern Language*, Gullette-Keating-Viens, F. S. Crofts & Co., N. Y., 1942, pp. 89-136.

The availability of each item selected was determined by mail inquiry extending over the period April-August, 1946. Only those items are listed regarding which positive replies were received during the period of inquiry. The material is alphabetically arranged under subject categories, to which several suggestive cross-references have been added. The source is briefly indicated for each item, but in order to save space and prevent duplication of addresses, a complete list of sources and addresses is appended.

In ordering materials, it should be noted that most catalogues state that prices are subject to change without notice. Most sources offer an educational discount, particularly for quantity orders or expensive items; but since there is no uniformity regarding discounts, it is best for the writer to inquire. Regulations regarding shipment, care and rental fees for loan material, particularly films, are too varied, complicated and lengthy to warrant inclusion in this list. There are dozens of educational film distributors, many of them nation-wide organizations with several branch offices. A number of these firms may list the same film but at different prices. No attempt has been made in this list to distinguish owners of a print from distributors nor to give all the distributors of any one film. For those interested, a good clearing house of film information is the exhaustive film directory published annually by The Educational Screen, 64 East Lake Street, Chicago 1, Illinois. It is entitled "1000 and One: The Blue Book of Non-Theatrical Films," and sells for \$1.00 plus postage. Most rental prices for films do not include transportation charges. It is best to write for catalogues and information before ordering.

In order to make intelligent and purposeful use of realia, it is necessary, even at the risk of being obvious, to re-define the term and to indicate its various functions. The term as used in linguistic pedagogy has a twofold significance. In its narrower sense it denotes "real things," generally of a physical character. In this sense it would more or less correspond to the more common pedagogical term "visual-aural aids," e.g., coins, stamps, models, pictures, maps, etc. In its broader sense realia denotes the traits, manners, customs, institutions, etc. of a people whose language is being studied. In this meaning it would coincide with the terms "foreign civilization" or "culture," e.g. the psychological and social complex characterizing

an ethnic unit as conditioned by history, geography and climate, and expressed in its art, folklore, music, philosophy and social and political ideals. In the field of Germanics the term *Kulturkunde* and, more specifically, *Deutschkunde* would apply to this broader sense. Realia in its limited sense of visual-aural aids serves as a bridge to the broader concept of foreign civilization and culture.

Perhaps the broadest and most common use of realia is to provide a proper learning environment. The psychological necessity for this use is implied in the following statement regarding the psychology of language learning. "From the organismic standpoint, any form of language instruction is necessarily lowered in effectiveness whenever it occurs outside the cultural setting in which that language is normally employed. . . . The absence of the natural context for most foreign-language study is a severe handicap and is functionally equal to deprivation of certain major senses or to a lowering of one's normal level of brightness."³ The value of realia in providing this "cultural setting" is self-evident.

Other functions of realia in foreign-language instruction will naturally vary according to the objectives of such instruction, the ability and initiative of the teacher and the particular educational environment. If the objective is merely the immediate one of attaining certain linguistic skills, the use of realia will be strictly confined to visual-aural aids designed for linguistic training. Instruction will be exclusively in the foreign language and the realia will be treated merely as a supplement to textual material. Certain problems, as yet unsolved, arise when this objective is posited. There are very few realia specifically designed for this purpose. Furthermore, if the foreign language is to be the medium of instruction, only realia in the narrower sense can be employed in the elementary stages of instruction.

If the objective is to teach the foreign civilization as an adjunct to foreign-language instruction, the possibilities for the use of realia are vastly increased. Discussions and supplementary readings in English generally accompany this objective. Here, too, unsolved problems confront the language teacher. There is the problem of time budgeting. Since the instruction is mostly in English, valuable time must be taken from the already limited program of instruction in the foreign language. This objection would seem to apply to the present New York City "Auxiliary Syllabus in Modern Foreign Languages,"⁴ which deals with foreign civilization and visual-aural aids, and which is rather unrealistic as to time scheduling. The syllabus states that "Not more than one-fifth and not less than one-tenth of the class time should be devoted to the program in civilization" (p. 12). It is obviously impossible to do justice to the exhaustive and ambitious program of the syllabus in that space of time. The "Auxiliary Syllabus" is really a complete and independent course in foreign civilization, written in English.

³ Hartmann, G. W., *Educational Psychology*, American Book Co., N. Y., 1941, p. 472.

⁴ Board of Education, N. Y., 1937.

What is needed is an integrated body of cultural material arising naturally out of the actual textbooks used in the various foreign-language classes.

The use of realia achieves perhaps its greatest significance in the integrated program of foreign-language teaching on a cultural basis, as advocated by Kaulfers and others.⁵ This program starts from the premise that foreign-language teaching should be integrated with the general objectives of education; that it should correspond to the "life needs" of the pupil; that it should be conceived in terms of "outcomes" rather than objectives, and hence should be designed to leave a functional residue of social attitudes and linguistic and cultural facts even after a two-year course. The integrated program emphasizes the inter-influences of the foreign civilization and our own. It makes extensive use of realia, activities and projects in a vitally motivated and organic process of learning the foreign language.

To sum up, the functions of realia are (a) to provide a cultural setting for the foreign language; (b) to aid directly in the attainment of linguistic skills; (c) to aid in the teaching of foreign culture and civilization; (d) to provide materials for an integrated program of foreign-language teaching on a cultural basis. Other ancillary functions not discussed in detail above are (e) to stimulate and maintain interest in the study of the foreign language; (f) to provide materials for extra-curricular activities; (g) to provide materials for activities and projects for younger pupils and those of lower linguistic ability.

No discussion of the functions of realia would be complete without a word of comment upon the ultimate objective of foreign-language teaching which justifies the teaching of foreign civilization and culture. Most statements of this objective include terms such as "understanding, sympathy and tolerance" in reference to the foreign people whose language is being studied. The events leading up to the past war and its sorry aftermath have again demonstrated that purely unilateral efforts to attain understanding, sympathy and tolerance are futile and even self-destructive. It is to be hoped that the UNESCO may provide the foundations for a truly international cultural program that will restore the validity of this ultimate objective in the teaching of foreign civilization and culture.

(For addresses, see end of list)

Architecture (See also *Films*)

Die Schönsten Bauwerke Deutschlands, Stephen Daye Press, N. Y., n.d., \$4.50. 81 photographs of buildings, monuments, churches, castles, etc. Frederick Ungar Publishing Co. German Architecture. Prints, 3×3½ to 10×12 inches, sepia, black and white, and color. From one cent each and up. Minimum order, 60 of the one-cent series or 30 of the two-cent series. Send 15 cents in stamps for catalog of 1600 miniature illustrations and samples. The Perry Pictures Co.

⁵ Cf. Kaulfers, W. V., *Modern Languages for Modern Schools*, McGraw-Hill Book Co., N. Y., 1942.

German Architecture: Medieval and Renaissance. Black and white prints, $5\frac{1}{2} \times 8$ inches. Famous historical examples of churches, guild halls, castles, etc. Two cents each. Minimum order 25 cents. Send for free catalog. The University Prints.

Modern Architecture: Germany. Black and white prints, $5\frac{1}{2} \times 8$ inches. Two cents each. Minimum order, 25 cents. Send for free catalog. The University Prints.

Art (books)

Berlin: Kaiser Friedrich Museum, by G. Geffroy, Paris, n.d., \$4.50. One of the "Les Musées d'Europe" series. Text presumably in French. 57 plates and 101 illustrations. Educational discount to libraries. G. Bittner & Co.

Lovis Corinth, by Robert Bertrand, Paris, 1940, \$1.50. Munich School. 60 reproductions. Text presumably in French. Paul A. Struck.

Deutsche Bauerntrachten, Berlin, 1934, \$5.50. 72 collotype plates. H. Bittner & Co.

Deutsche Kupferstiche aus dem XV. Jahrhundert, Berlin, n.d., \$2.00. H. Bittner & Co.

Albrecht Dürer, by E. Panofsky, 2 vols., 1945, \$20.00. 325 collotype plates. Paul A. Struck.

German Art from the 15th to the 20th Centuries, Carl Schurz Memorial Foundation, Philadelphia, 1936, \$3.00. Exhibition of German paintings, watercolors and drawings, sponsored by the Oberländer Trust, The Carl Schurz Memorial Foundation and U. S. museums. 7 plates in full color, 120 plates in black and white. Paul A. Struck or Mary S. Rosenberg.

Geschichte der Kunst, by Richard Hamann. Photo-Reprint, 1945, \$10.00. 1110 illustrations and 12 plates. Schoenhof's Foreign Books, Inc. or Friedrich Krause.

George Grosz Drawings. \$12.00. 52 plates. H. Bittner & Co. or Mary S. Rosenberg.

George Grosz: 30 Drawings and Watercolors, N. Y., 1944, \$5.50. 30 plates. Introduction by Walter Mehring. Mary S. Rosenberg.

Der Holzschnitt, by M. J. Friedländer, Berlin, n.d., \$3.00. 93 reproductions and 2 plates in color. H. Bittner & Co.

Klassiker der Kunst. A series of books and monographs on individual artists. Boecklin, Cranach, Dürer, Feuerbach, Holbein, Lieberman, Grosz, Marées, Schwind, Veit Stosz, etc. Educational discount to libraries. Send for free catalog No. 27 (1945-46). H. Bittner & Co.

Max Liebermann, by M. Friedländer, Berlin, n.d., \$5.00. 104 illustrations and 8 plates. Mary S. Rosenberg.

Der Zeichner Hans von Marées, by J. Meier-Graefe, Munich, 1925, \$15.00. 32 collotype plates. Mary S. Rosenberg.

Skizzenbuch Alt-Münchener Meister, by F. Wolter, Munich, 1924, \$10.00. 52 collotype plates. Kaulbach, Schwind, Cornelius, Marées, Boecklin, etc. Educational discount to libraries. H. Bittner & Co.

Art (reproductions)

Color Miniatures of Famous Paintings. Selections from Dürer, Hoecker, Hofmann, Holbein, Plockhorst, Schreyer, Thoma, Zimmermann, etc. One cent each. Minimum order, 50 cents plus postage. Send for free catalog. Art Education, Inc.

Color Post Cards and Reproductions. Sizes up to 8×10 inches. Prices range from 5 to 50 cents. Boecklin, Cranach, Holbein, Schreyer, Thoma. Send for free catalog. Metropolitan Museum of Art.

Dürer: Virgin and Child. Large color reproduction, 17×13 inches, \$12.00. Another Dürer reproduction entitled "Praying Hands," $10\frac{1}{2} \times 7\frac{1}{2}$ inches, \$2.00. Paul A. Struck.

Fine Art Portfolios. Each contains 11 reproductions suitable for framing, 12×16 inches, \$4.50 per set. Introductions and critical commentary. Hans Holbein, Kaethe Kollwitz, George Kolbe, Ernst Barlach, Wilhelm Lehmbruck. Frederick Ungar Publishing Co. or Schoenhof's Foreign Books, Inc.

- German Painting. Black and white prints, $5\frac{1}{2} \times 8$ inches, two cents each. Minimum order, 25 cents. Special prices for sets. Soest, Wohlgemuth, Schöngauer, Holbein, Dürer, Cranach, Grünewald, etc. Send for free catalog. The University Prints.
- German Sculpture. Black and white prints, $5\frac{1}{2} \times 8$ inches, two cents each. Minimum order, 25 cents. Special prices for sets. Veit Stosz, Adam Krafft, Tilman Riemenschneider, Peter Vischer, etc. Send for free catalog. The University Prints.
- Holbein: Portrait of Morette. Color reproduction, $19\frac{1}{2} \times 16$ inches. \$12.00. Paul A. Struck.
- Kaethe Kollwitz: Ten Lithographs, N. Y., 1941, \$6.00. Portfolio with ten plates. Mary S. Rosenberg.
- Lending Collections. Black and white, and color prints, pictures and paintings. Many items on German art, textiles, etc. Write for catalog entitled, "The Lending Collections." Metropolitan Museum of Art.
- Pictures. Suitable for cultural scrapbooks, classroom decoration, etc. German art, architecture, famous musicians, etc. Sepia, black and white, and color, $3 \times 3\frac{1}{2}$ to 10×12 inches. One cent each and up. Minimum order, 30 of the two-cent series or 60 of the one-cent series. Send 15 cents in stamps for catalog of 1600 miniature illustrations and sample pictures. The Perry Pictures Co.
- Reproductions. Color prints, post cards, etc., some framed. Various prices. Send for "Catalog of Reproductions." The Art Institute of Chicago.
- Seeman Prints. Completely illustrated catalog of German masterpieces, \$5.00. Limited stock of these imported prints still on hand but many subjects missing. Rudolf Lesch Fine Arts.

Book Dealers

- A. Bruderhausen, 48 S. High St., Mount Vernon, N. Y.
- Adler's Foreign Books, 114 Fourth Ave., N. Y. 3, N. Y.
- Friedrich Krause, 851 West 177 St., N. Y. 33, N. Y.
- G. E. Stechert & Co., 31 East 10 St., N. Y. 3, N. Y.
- Helen Gottschalk Bookstore, 1672 Second Ave., N. Y. 28, N. Y.
- Mary S. Rosenberg, 100 West 72 St., N. Y. 23, N. Y.
- Oscar Neuer's Bookstore, 1614 Second Ave., N. Y. 28, N. Y.
- Peter Thomas Fisher, 507 Fifth Ave., N. Y. 17, N. Y.
- Schoenhof's Foreign Books, Inc., Harvard Square, Cambridge 38, Mass.
- Walter H. Perl, Academic Book Service, 256 West 70 St., New York 23, N. Y.

Calendars (See **Display Material**)

Charts (See **Display Material**)

Club Programs

- A Guide for German Clubs, by J. A. Hess. 30 cents, payable in advance. G. E. Stechert or Prof. John A. Hess, Ohio University, Athens, Ohio.

Costumes (See "Deutsche Bauerntrachten" under **Art**)

Display Material (See also **Art, Architecture, Maps, Pictures**)

- Colored Swiss Calendars: 1946. 1. Alpine Flowers, \$2.25. 2. Face of Switzerland, \$2.50. 3. Alpine Landscape, \$3.25. Friedrich Krause.
- Heath Modern Language Wall Charts. For vocabulary learning via pictures. 14 charts. \$4.00. Reduced facsimiles and word list, 23 pp., 16 cents. D. C. Heath & Co.
- Monatskalender auf das Jahr 1946. 20×28 cm., \$1.25. Frederick Ungar Publishing Co.
- National Geographic Magazine. Set of 10 back numbers \$1.00. The following deal with German subjects, illustrated: June, 1930, May 1931, Dec. 1931, March 1932, Feb. 1935, June 1936, Feb. 1937, July 1938, Nov. 1939, April 1941. National Geographic Society, School Service Division.
- Schnitzelbank Chart. Free on request. Mader's Restaurant, 1041 North 3rd St., Milwaukee 3, Wisconsin.

Films (features)

- Concert in Tyrol. German language feature. 16 mm. sound. 105 minutes. Rental \$17.50. International Film Bureau, Inc.
- Emil und die Detektive. Based on the Kästner novel. 16 mm. sound. 77 minutes. Rental \$25.00. International Film Bureau, Inc.
- The Eternal Mask. German language feature set in Vienna. A psychological fantasy. 16 mm. sound. Rental \$25.00. Brandon Films, Inc.
- Der Hauptmann von Koepenick. Film version of Carl Zuckmayer's comic satire on Prussianism. 16 mm. sound. 85 minutes. Rental \$16.00. Brandon Films, Inc.
- Kameradschaft. Famous Pabst film dealing with a mine disaster on the Franco-German border. Stresses international cooperation. 16 mm. sound. 85 minutes. Rental \$35.00. Brandon Films, Inc.
- Kuhle Wampe. Realistic study of Berlin working class. Score by Hanns Eisler. 16 mm. sound. 75 minutes. Rental \$20.00. Brandon Films, Inc.
- Mein Leopold. Romantic comedy-drama in a modern setting. 16 mm. sound. 94 minutes. Rental \$25.00. Brandon Films, Inc.
- Das Mädel von der Reeperbahn. Melodrama. Useful as background material on Hamburg. 16 mm. sound. 87 minutes. Rental \$20.00. Brandon Films, Inc.
- The Making of a King. Historical film based on the life of Frederick the Great. 16 mm. sound. 10 reels. Rental \$15.00. Ideal Pictures Corp.
- The Merry Wives of Vienna. Viennese film operetta. Music by Robert Stolz. 16 mm. sound. 82 minutes. Rental \$25.00. Brandon Films, Inc.
- Mozart. Musical version of his life. Many excerpts from his operas, recorded by Sir Thomas Beecham and the London Philharmonic. 16 mm. sound. 74 minutes. Rental \$20.00. Brandon Films, Inc.
- Orphan Boy of Vienna (*Singende Jugend*). Music by Vienna choir boys. 85 minutes. 16 mm. sound. Rental \$17.50. International Film Bureau, Inc.
- Shadows from the Past. Austrian melodrama set in Vienna. A psychological film. 16 mm. sound. 82 minutes. Rental \$25.00. Brandon Films, Inc.
- William Tell. Swiss-made film produced under the supervision of the National Museum of Switzerland. 16 mm. sound. 65 minutes. Rental \$12.00. Brandon Films, Inc. (Also U. of Wis. Bureau of Vis. Instr., Rental \$8.75.)

Films (musical shorts)

- Blue Danube Waltz. Played by a philharmonic orchestra. 16 mm. sound. Rental \$2.00. Films, Inc.
- Film Concerts. Orchestras and artist soloists. Subjects: Schubert, Weber, Bach, Liszt, Mozart, Strauss. 16 mm. sound. One reel each. Rental \$1.50 per reel. Institutional Cinema Service, Inc.
- Music Master Series. Same as above. Ideal Pictures Corp.
- Rosamunde. Schubert's overture presented by a symphony orchestra. 16 mm. sound. 10 minutes. Rental \$1.50. Brandon Films, Inc.
- Schubert's "Unfinished Symphony." Played by a philharmonic orchestra. 16 mm. sound. Rental \$2.00. Films, Inc.
- Symphony Orchestra. Music appreciation featuring "Ride of the Valkyries" and "Prelude, Act III, Lohengrin." 16 mm. sound. 10 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.
- Tannhäuser. Selections from Wagner's opera played by a symphony orchestra with fifty-voice chorus accompaniment. 16 mm. sound. Rental \$2.00. Films, Inc.

Films (Austria)

- Alpine Garden. Folksongs, dances, fauna and flora in Austrian Alps. 16 mm. sound (English). 14 minutes. Rental \$2.00. U. of Wis. Bur. of Vis. Instr.

- Austria and the Alps. A Burton Holmes travelogue. Glimpses of Vienna, down the Danube, picturesque Salzburg, the Zugspitze. 16 mm. silent (English captions). 18 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.
- Beautiful Tyrol. A travelogue. 16 mm. sound (English). 13 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.
- Day in Vienna: Rambling in Vienna. Two subjects, one reel each. 16 mm. sound. Rental \$1.50. Ideal Pictures Corp.
- Picturesque Salzburg. A Burton Holmes travelogue. 16 mm. silent (English captions). 11 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.
- Salzburg Festival. 16 mm. sound. 1 reel. Rental \$1.50. Ideal Pictures Corp.
- Tyrolese Costumes and Customs: Beautiful Tyrol. Two subjects, one reel each. 16 mm. sound. Rental \$1.50. Ideal Pictures Corp.
- Village Symphony. Austrian Alpine village, occupations and dances. 16 mm. sound (English). 9 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.
- Winter in Austria. Skiing and other winter sports in the Alps. 16 mm. sound (English). 11 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.

Films (Germany)

- Alps of Saxony. Picturesque journey up the Elbe. 16 mm. silent, one reel. Write for rental. Bell & Howell Co.
- Berlin. Principal streets, transportation system, Brandenburg Gate, Zoological Gardens, Victory Column, Reichstag, Museum, University of Berlin, modern housing, airport, etc. 15 minutes. Rental 75 cents. Study guides available at 15 cents each. U. of Wis. Bur. of Vis. Instr.
- Bremen, Key to the Seven Seas. Traces development of the seaport. 16 mm. sound (English). One reel. Write for rental. Bell & Howell Co.
- Germany. Scenes of Alps, Dresden, Garmisch, Weimar. 16 mm. sound (English). 10 minutes. Rental \$1.50. Brandon Films, Inc.
- Germany: Industry. Shipbuilding, aviation, manufacturing, canals, industrial exposition, boys in State Labor Service. 16 mm. silent (English captions). 16 minutes. Study guides, 15 cents each. U. of Wis. Bur. of Vis. Instr.
- Germany: Rural Life. Farms, harvesting, village markets, girls in State Labor Service. 16 mm. silent (English captions). 16 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.
- In Goethe's Footsteps. Region associated with Goethe's life. 16 mm. sound (English). One reel. Write for rental. Bell & Howell Co.
- In Old Hessen. Hessian types, costumes and peasant dances. 16 mm. silent. Two reels. Rental \$1.00. American Museum of Natural History.
- Land of the Wends. Following the River Spree through Lusatia, ancient customs. 16 mm. sound (English). One reel. Write for rental. Bell & Howell Co.
- Master Drink of Rothenburg. The medieval city and castle, festival play depicting scenes from the Thirty Years War. 16 mm. sound (English). One reel. Write for rental. Bell & Howell Co.
- Olympics, 1936. Parade of athletes, field, swimming and rowing events. 16 mm. silent. 16 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.
- Rhineland Memories. Pre-war scenes of the Rhineland area. 16 mm. sound. One reel. Rental \$2.50. Visual Art Films.
- Spreewald Folks. Pre-war scenes of peasant life along the River Spree. 16 mm. sound. One reel. Rental \$2.50. Visual Art Films.
- The Saar. Saarbruecken, industrial and mining scenes. 16 mm. sound. 10 minutes. Rental \$1.50. Brandon Films.
- Trip Through Germany. 16 mm. sound. One reel. Rental \$1.50. Ideal Pictures Corp.
- Valleys of the Rhine. Scenic views, towns, vineyards, farms. 16 mm. sound (English). 22 min-

utes. Rental \$2.50. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, Rental \$3.00.)

Films (Switzerland)

Alpine Village. Life in a typical Swiss village in winter and summer. 16 mm. sound. 22 minutes. Rental \$2.50. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, rental \$3.00.)

Bauerstand mit Künstlerhand. Swiss home industries, textiles, wood-carving, lace-making, etc. 16 mm. sound. 22 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.

Beautiful Switzerland. Alps, Lake Lucerne, Geneva, Lausanne, Interlaken. 16 mm. sound (English). Rental \$1.25. U. of Wis. Bur. of Vis. Instr.

Castles in Switzerland. 16 mm. sound (English). Two reels. Rental \$3.00. International Film Bureau.

Children of Switzerland. Pastoral lives of a Swiss boy and girl, village life, outdoor scenes of the Alps. 16 mm. sound (English). 11 minutes. Rental \$1.25. Study guides, 15 cents each. U. of Wis. Bur. of Vis. Instr.

Men of the Alps. Life of Swiss mountaineers, dairying, mountain climbing, skiing and skating, tourist trade, farm life. 16 mm. sound (English). 10 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, rental \$1.50.)

Switzerland. Alpine scenery. 16 mm. sound (English). 9 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.

Films (miscellaneous)

Expansion of Germany. Economic treatment; from 1870 to 1914. 16 mm. sound (English). 10 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.

Geopolitik. A propaganda short on Haushofer, Hitler and geopolitics. 16 mm. sound (English). 22 minutes. Rental \$2.50. Includes pupil study sheet. U. of Wis. Bur. of Vis. Instr.

Germany under Hitler. Buildings, dining and dancing, parades and demonstrations, labor camps, military drill. "A film of decided social importance." 16 mm. sound (English). 11 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.

That Mothers Might Live. Story of Dr. Semmelweis and the conquest of puerperal fever. 16 mm. sound (English). 11 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.

The Deutsches Museum in Munich. A comparison of the Deutsches Museum and the Chicago Planetarium. 16 mm. sound (English). One reel. Rental \$1.50. U. of Wis. Bur. of Vis. Instr.

The Story That Couldn't Be Printed. Story of Peter Zenger and the freedom of the press. 16 mm. sound (English). 11 minutes. U. of Wis. Bur. of Vis. Instr.

Filmstrips (See Slides and Filmstrips)

Folk Dances (See Music—Instrumental Recordings)

Games

Bastelkünste und Liebhaberarbeiten, Pfeiffer. \$2.00. Frederick Ungar Publishing Co.

Deutsche Volksrätsel. \$1.00. Frederick Ungar Publishing Co.

Frag mich was! Frage- und Antwortspiel, Rundt. \$1.25. Frederick Ungar Publishing Co.

Learn A Lingo: German. Picture and word game on cards. \$1.00. Roger Stephens Publishing Co.

Rätselraten Durch Alle Rätselarten. \$1.25. Frederick Ungar Publishing Co.

Maps

Germany and its Approaches (as of Sept. 1, 1939). Ten color wall map, 33½×26½ inches. Paper, 50 cents. Linen, \$1.00. Index, 25 cents. National Geographic Society.

Language Map of Europe and the Near East. 66×46 inches. Hand mounted on cloth. From \$6.75 to \$10.25 depending on additional mechanical features. Send for catalog. Rand McNally Co.

- Map of Germany. Wall map on cloth with sticks on top and bottom. 24×36 inches. \$4.50. Paper, \$1.00. C. S. Hammond & Co., Inc.
- Maps of Germany. (1) Map J38g: Germany. 44×58 inches. Paper, \$4.50. (2) Map H10: Germany at the Time of the Reformation (1547). 44×32 inches. Paper, \$1.35. (3) Map H20: Growth of Prussia and Modern Germany (1740-1930). 44×32 inches. Paper, \$1.35. Write for List G26. Denoyer-Geppert Co.
- Outline Maps for School Use. Map. No. 4507: Middle Europe. 8×10½ inches. Single copies, one cent; 70 cents per 100; \$6.00 per 1000. Minimum order 25 cents. Will make up maps previously listed if ordered in sufficient quantity. Write for information. McKnight & McKnight.
- Student's Map of Germany. Paper, black and white, 10×11 inches. Two cents each in quantities of 10. The Thrift Press.
- The University Series. Desk study maps. 8½×11. 10 cents each. 50 per cent discount for 100 or more. Complete set of 13, \$1.00. Subjects: (1) World Languages. (2) World Density of Population. (3) World Religions. (4) World Occupations. (5) Climates of the World. etc. Write for catalog. C. S. Hammond & Co.
- Wall Map of Germany. Paper, black and white, 28×22 inches. Top and bottom metal strips with rings for hanging. Dotted line indicates former boundaries of Germany. 25 cents. The Thrift Press.

Miscellaneous Aids

- German Verb Wheel, Cuthbertson. 40 cents. D. C. Heath & Co.
- German Word Cards. 1364 words on small cards with translations on rear. Boxed. \$2.35. Schoenhof's Foreign Books, Inc.
- Language Reading Report Blanks, Bond. 40 cents. D. C. Heath & Co.

Music (History, musicians, etc.) (See also **Song Books**.)

- Geschichte der Musik, Einstein. \$1.00. Frederick Ungar Publishing Co.
- Beethoven, Wiegler. \$1.25. Frederick Ungar Publishing Co.
- Librettos of the Wagner Operas. English and German parallel texts and music of the principal airs. Synopsis of each opera. \$2.00. Postage free if remittance accompanies order. Crown Publishers.
- Musikeranekdoten, Hollerop. \$1.25. Frederick Ungar Publishing Co.
- Sieben Geschichten vom göttlichen Mozart, Schurig. \$1.00. Frederick Ungar Publishing Co.

Music (*Lieder* collections)

- Brahms, Johannes: (1) Eighteen Songs. 60 cents. (2) Fifty Selected Songs. 3 vols. \$1.75. G. Schirmer, Inc. (3) Forty Songs. Oliver Ditson Series. \$2.50. Theodore Presser Co.
- Franz, Robert: (1) Eighteen Songs. 3 vols. 60 cents each. G. Schirmer, Inc. (2) Fifty Songs. Oliver Ditson Series. \$2.50. Theodore Presser Co.
- Gems of German Song. \$1.25. Theodore Presser Co.
- Liszt, Franz: (1) Twelve Songs. 2 vols. 75 cents each. G. Schirmer, Inc. (2) Thirty Songs. \$2.50. Theodore Presser Co.
- Loewe, Carl: Twelve Songs and Ballads. 2 vols. 60 cents each. G. Schirmer, Inc.
- Mendelssohn, Felix: Complete Collection of Songs. \$1.75. G. Schirmer, Inc.
- Schubert, Franz: (1) First Vocal Album. Four parts in one volume: Die Schöne Müllerin, Winterreise, Schwanengesang, Beliebte Lieder. \$3.00. G. Schirmer, Inc. (2) Fifty Songs. \$2.50. Theodore Presser Co.
- Schumann, Robert: (1) Eighteen Songs. 3 vols. 50 cents each. G. Schirmer, Inc. (2) Fifty Songs. \$2.50. Theodore Presser Co.
- Strauss, Richard: Forty Songs. \$2.50. Theodore Presser Co.
- Wolf, Hugo: Fifty Songs. \$2.50. Theodore Presser Co.

Music (Instrumental recordings)

- Austrian Peasant Dances. Clogdance (Schuhplattler); The Stomper (G'Strampfter). Rec. Cat. No. 4489. 75 cents. RCA Victor.
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- Jugendpost. "A German-Language periodical for American students of German." Published the middle of each month from September to June. Subscription rates, order blank and sample copy mailed on request. Special rates for classes and clubs. Jugendpost, 237-239 Andrews St., Rochester 4, N. Y.

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The Teaching of Hebrew in American Universities

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(Author's summary.—All important Universities in this country regarded Hebrew as essential to the training of their students. At least 95 secular institutions of higher learning in the United States provide instruction in Hebrew and a minimum of 265 accredit it for admission. The Hebrew courses follow one of several patterns. The new trend in the teaching of Hebrew studies, developed by New York University and followed by several other institutions, offers an opportunity for better intercultural education and human understanding.)

I. Hebraic Influence and Learning in Early America

IN ORDER to understand the present day status of Hebrew in American colleges and universities, we must revert to a brief examination of its place in the intellectual life of early America. It is almost commonplace to enumerate the many evidences of Hebraic influence on the religious, social and political life of the Puritans, to whom "the Bible was the only perfect rule of faith," and who regarded their emigration from England as their Exodus, with King James I as their Pharaoh, the Atlantic Ocean as their Red Sea, and America as the New Canaan:

Hebrew learning was brought to the New England shores on the *Mayflower*. Among the outstanding New England scholars in Hebrew were Elder William Brewster, Governor Bradford, Judge Samuel Sewall, and the Mather family. Brewster's Hebrew library was the earliest Hebraica collection in North America. Governor Bradford quoted the scriptures in the original and seldom used translations. He had studied Hebrew, he explained, in order to see with his own eyes "the ancient oracles of God in their native beauty." The first book printed in the colonies was the Bay Psalm Book, published in 1640 by Richard Mather (1596-1669), John Elliot and Thomas Welde (1590-1662) as a translation of the Psalms from the original Hebrew.

Little wonder that in such an intellectual climate, Harvard, the first American institution of higher learning, established in 1636 and endowed by John Harvard in 1639, followed the English cultural tradition which was deeply rooted in the Bible, and included the language of the Bible as an essential course in its curriculum on a level with Latin and Greek. The purpose of Harvard, and other Colonial colleges was to train young men for the Christian ministry, a profession in which a knowledge of Hebrew was considered indispensable. The study of Hebrew also had a cultural purpose for it was regarded "as the archetype of all western tongues and the mother of all languages." Many generations of students at Harvard devoted one day each week for three years to the study of Hebrew and allied tongues. In addition to the texts in grammar and syntax, the books of the Old

Testament were the principal texts used. In 1735 Harvard financed the publication of a Hebrew grammar prepared by Judah Monis, a baptized Jew, who was the instructor in Hebrew at the college. A custom inaugurated at Harvard in 1655, and continued for many years, called for the rendition by all students, except Freshmen, of a verse from the Hebrew original of the Old Testament into Greek, as part of the morning prayer. The place of Hebrew in the Harvard curriculum is demonstrated in the concession made in 1782, permitting students to substitute French for Hebrew, provided they obtain special approval. For over a century and a half, until 1817, the commencement exercises at the College included a Hebrew oration, which in the earlier years dealt with formal themes relating to Hebrew grammar and syntax, but was extended later to broader and more varied topics.

One of the most learned and widely known of a family of scholars of Hebrew, which exercised a commanding influence upon early New England was Cotton Mather, who wrote a scholarly dissertation on Hebrew punctuation. Incidentally, his name Cotton is in all probability a transliteration of the Hebrew קטן for "Junior" to distinguish him from the Senior Mather. His younger brother, also a Harvard graduate, and a student of Hebrew, was named Increase, a literal translation of "יוסף", an additional son to his father. Cotton Mather's book *Magnalia Christi*, which is indispensable to an understanding of the early history of New England, has many passages replete with such Hebrew terms as *בתי מדרשות איהם* and many others. Mather also enumerates in his *Magnalia* 77 leading ministers and intellectuals of his time, who were regarded as prominent Hebrew scholars.

Henry Dunster (1612-1659), first president of Harvard College, and his successors Charles Chancey and Increase Mather, were noted for their Hebrew scholarship. Increase Mather records in his book *Remarkable Providence* the story of a deaf man who could neither hear nor speak and was advised to study the Hebrew tongue as a remedy for his ailment, and in a very brief time the dumb scholar became an excellent "Hebrician." John Leightfoot (d. 1675), who donated his oriental library to Harvard, was known as the "rabbi" because of his proficiency in Hebrew studies.

The declared intention of most of the early schools of higher learning was to produce scholars in Hebrew, for to them, Hebrew had all the attributes of sanctity. Yale University, established in 1701, followed the example of Harvard and gave Hebrew a prominent place in its curriculum. The great Puritan preacher, Jonathan Edwards, a graduate of Yale who later became President of Princeton, studied Hebrew at Yale. In 1777, at the beginning of his incumbency as president, Ezra Stiles, an ardent Hebraist, voluntarily undertook the teaching of Semitics. In his diary, he states that 22 out of 39 freshmen elected Hebrew. In 1781 President Stiles delivered his commencement address in Hebrew, in which he referred to

Hebrew "as a glorious language which throws more light on the Old Testament than all the Commentators." The popularity of Hebrew at Yale continued for many years and towards the end of the 19th Century, Professor William Rainey Harper's students at Yale are said to have filled the largest lecture hall. Harper, a colorful personality, was a brilliant Hebraist. As founder and president of the University of Chicago some years before his association with Yale, Harper made the study of Hebrew a national fad, establishing summer courses, institutes and correspondence courses. He is said to have had so much mail in connection with his instructional activities that the local postmaster's salary had to be raised.

Samuel Johnson, the first president of King's College, now Columbia, gave expression to the sentiments of intellectuals of his time when he referred to Hebrew as "being essential to a gentleman's education." Johnson was the most scholarly American of his time and with Jonathan Edwards, another student of Hebrew, he "takes rank as one of the two really powerful and constructive American philosophers of the 18th century." Johnson had a passionate love for Hebrew and demanded a knowledge of Hebrew from all Columbia tutors. He studied Hebrew in his early years, at the Guilford Grammar School in Connecticut and later taught his children and his grandchildren the rudiments of the language. He also wrote *An English and Hebrew Grammar, Being the First Short Rudiments of Those Two Languages Taught Together, to Which is Added a Synopsis of all the Parts of Learning*. A son of a successor of Johnson, Clement Clarke Moore who graduated from Kings College in 1798, at the head of his class¹ composed a *Compendious Lexicon of the Hebrew Language* in two volumes, a work which is presumed to be the first of its kind in this country. In his middle years, he taught Hebrew and Greek to students of the General Theological Seminary, established by the Protestant Episcopal Church, through his efforts. In 1859 the Seminary established the Clement Clarke Moore professorship of Hebrew.

Kings College and the Philadelphia Academy, now the University of Pennsylvania, were exceptions to the usual pattern of the early colleges which served as theological seminaries. The curriculum of the Philadelphia Academy, upon the insistence of Franklin, was not limited to the classics but was broadened to include many other subjects such as applied mathematics, science, natural history, international law and modern languages. Yet one of the seven professorships in the institution in 1782 was in Hebrew and Oriental languages. In 1792, a combined professorship of Hebrew, Oriental Languages and German was established. About a century later, in 1885, we find the noted Jewish scholar, Dr. Morris Jastrow, Jr., at the head of the Semitics Department. Dr. Jastrow also distinguished himself as the University librarian.

¹ Moore also served as trustee and clerk of the Board of Trustees of Columbia College for a number of years.

Dartmouth, organized before the outbreak of the Revolution as an institution to train missionaries to the Indians, also followed the Hebraic tradition of the older American Colleges. Professor John Smith, who was appointed to the chair of Oriental languages as a very young man, prepared a treatise on Hebrew grammar in his Junior year, in 1772. In 1803, he published a Hebrew grammar for the use of his students. Hebrew was said to be as familiar to him as his native tongue. Professor Benjamin Hale, who was professor of medicine at Dartmouth in 1827, also held "recitations in Hebrew," for two years "not perhaps" as he put it, "much to the profit of my classes, but because I happened to be fresher in that study than any college officer."

The pattern set by the early institutions was followed by the colleges in America until about the Civil War. In addition to Harvard, Yale, Columbia, the University of Pennsylvania and Dartmouth, other great institutions of higher learning founded in the 18th century, including William & Mary in Virginia, Rutgers and Princeton, in New Jersey, and Brown University in Rhode Island, were conducted with a religious or classical motif, and regarded Hebrew as a major subject in their courses of study. It is of interest to note that Harvard, Yale, Columbia, Pennsylvania, Brown, Princeton and Johns Hopkins are among the schools which have been teaching Hebrew without interruption since their inception.

II. Decline of Hebrew in American Colleges

The instances previously mentioned indicate the prominent place of Hebrew in the academic life of this country and the esteem in which it was held by the pioneers in American collegiate education. The decline of Hebrew in American institutions of higher learning may be attributed to various factors. After the Revolutionary War, education generally was shifted from a religious to a political basis. It was now regarded as essential to liberty and the preservation of the state; and higher education, too, began to reckon with this broader aim, rather than merely with the training of ministers. Moreover, the rapid and extensive growth of the natural sciences impelled the universities to broaden their curricula, and to meet the growing demand for professional, technical and scientific courses. The older colleges, now endowed by men of wealth, expanded their facilities and established schools of engineering and law, medicine and science.

The new tendency was reflected in the utilitarian educational philosophy advocating the application of knowledge to everyday affairs, and derogating the value of the study of the classics for mental discipline, or of learning for its own sake. Education, according to this doctrine, was to provide for a useful and happy life. In this pragmatic view Hebrew and the classics played a very minor part.

The colleges which greatly increased in number during the 19th century, and the state universities established during that period followed the new

mode and did not provide for Semitic departments; they did offer courses in Bible, but these were given in the English translation as a part of English literature, rather than as a sacred text, as formerly. A knowledge of Hebrew was, of course, not considered essential for either teacher or student in this type of course.

A number of American universities during the 19th century transferred their early function of training for the ministry, with its attendant courses in classics and Hebrew, to theological departments or schools. In most instances, universities assigned their courses in Hebrew to the Semitics or Oriental language departments which were associated with their graduate divisions, thus restricting these studies to a more limited number of students. The poor methods of teaching based on the traditional "Katal (קטל) (Katalti) Katalti" conjugation were enough to "kill" interest in any language, and this contributed further to its decline. The secularization of the universities and colleges also resulted in a departure from the custom of appointing clergymen to the presidencies of universities—a practice which had strengthened the religious tone of their institutions and created an atmosphere favorable towards Hebrew. Many of the presidents were themselves Hebrew scholars and had also served as instructors in the courses.

The content of the Hebraic studies was meager and with the diminution in enrollment, the universities permitted the Semitic departments to lapse, particularly in those schools where the original endowment for the chair was depleted. Because of the lack of financial support, several institutions such as New York University in 1923, Cornell University in 1938, Buffalo University in 1940, and Wilson College in 1941 discontinued their Hebrew and Semitics departments with the death or retirement of the individual professor in charge. These courses are still awaiting the advent of a patron who would provide the necessary funds for the resumption of these studies.

III. Present Status of Hebrew

Scope of Investigation

Five years ago the writer made a nationwide survey of the extent to which Hebrew and cognate studies were being offered in the institutions of higher learning in the United States. He addressed a questionnaire to the presidents and registrars of all degree-conferring institutions listed in the Educational Directory issued by the United States Office of Education—a total of 1264 institutions.

The questionnaire included four major questions. The first inquired as to whether or not Hebrew is accepted in fulfillment of the college entrance requirements. The second question dealt with the extent to which Hebrew is accredited for entrance. The third referred to the school in which Hebrew is taught; whether offered in the liberal arts college, theological, or graduate school of the institution. The last question was concerned with the maxi-

imum number of years of instruction in Hebrew which a student can pursue in the school.

Answers were received from 561, or close to 50% of the institutions circularized, the replies coming from every state of the union, the District of Columbia, Hawaii and Alaska, with the exception of the state of Nevada, which has only one university. The institutions responding included 309 non-sectarian state or municipally supported and privately endowed schools as well as 252 denominationally supported schools, the latter group consisting of 172 Protestant, 56 Roman Catholic, 20 Negro and 4 Jewish theological schools. An analysis of the institutional scope of the 561 institutions indicated that they include 148 universities,² 252 liberal arts colleges, 90 teachers colleges, 21 professional and technical schools, and 50 theological schools. Since, however, this study treats primarily of colleges and universities, we have excluded the theological schools, which leaves us a total of 511 secular institutions of all types, on which we have secured the desired data.³ It should be indicated here that a check of the catalogues of almost 400 of the 673 institutions which did not reply to the questionnaire, showed that by and large, they are the smaller denominational and Negro schools with very limited curricular offerings, practically none of which appear to be in a position to provide any courses in Hebrew.

We can thus assume that for all practical purposes, this report is representative of the situation prevailing in the colleges and universities throughout the country. Moreover, though this study was made about five years ago, it appears on a recent recheck of the bulletins of the institutions responding to the questionnaire, that only slight changes have occurred in the status of Hebrew during the war years, and that with several negligible exceptions, Semitic and Hebrew departments maintained their status quo. The figures given in this presentation report the changes that took place.

Institutions Accrediting Hebrew for Admission

As might be expected, institutions teaching Hebrew, generally accredit it for admission, with a number of exceptions, among them Alabama, Allen and Lincoln Universities. The converse is, of course, also true that not all schools which accredit Hebrew for admission teach it. Engineering, dental and other professional schools fall in this group. A number of universities such as George Washington, Tulane, Montana State, Denver, Minnesota, Tennessee, Arizona, Arkansas, Mississippi, Long Island and St. John's in Brooklyn are in the same category. So are the following colleges: Antioch, Williams, Upsala and Union College in Schenectady.⁴

² It is to be noted that when we speak of a university, we include liberal arts and other colleges that come under its wing.

³ For a full analysis of the questionnaire, see Katsh, A. I., "Hebrew in American Higher Education," N. Y., 1941, N. Y. U. Bookstore, pp. 61-182.

⁴ This list omits many smaller institutions.

A total of 265⁵ institutions, composed of universities, liberal arts colleges, teachers colleges and professional schools, reported that they accept Hebrew as meeting the language requirements. Some 45 institutions of the 511 answering the questionnaire did not commit themselves on the question of recognizing Hebrew for admission. A number, such as Michigan and Columbia, grant entrance credit for Hebrew as an elective, but require a minimum of three years of other specified languages. Sixty colleges and universities replied that since they were never faced with this problem, they have taken no definite stand on it. Bucknell, Temple, The University of Newark, Washington and Lee, Skidmore, Polytechnic Institute of Brooklyn, Tuskegee and Iowa State are in this group. It is reasonable to assume that many of these institutions would accept Hebrew for admission if it were submitted by the student for credit.

Some 33 graduate and professional schools, including dental, medical and engineering schools, explained that they had no language requirements. Six teachers colleges responded that they would recognize Hebrew toward the elective rather than the prescribed entrance requirements. Smith College grants admission credit for Hebrew as well as for Bible.⁶

As many as 162 institutions grant no entrance credit for Hebrew. Among these are the following schools: Chicago, Cornell, Howard, Georgetown, Cincinnati, Utah, Vermont, Southern California, Yale and Adelphi, Bryn Mawr and Vassar.

Extent of Entrance Credit Granted

Seven small institutions grant entrance credit for only one year of Hebrew, and another four, including Butler University, allow credit for either one or two years of Hebrew in high school. Some 76 institutions recognize only two years of work in Hebrew; in this group we find Duke, Duquesne, Fiske, Louisiana State, Manhattan College, Queens College and Sarah Lawrence. Thirty colleges and universities, including Baylor, Clark, Hunter College,⁷ Union College in Schenectady and Williams, offer credit for either two or three years of the language. Some twenty-four institutions, among which are the Universities of Maine, Minnesota, George Washington, Boston, Brown and Oberlin College, recognize either one, two or three years of study for admission. Thirty-two schools require three full years of the study of Hebrew. This group embraces the Universities of Buffalo, Tulane, Kentucky, Tennessee and Wisconsin. In addition, Dubuque University and Knox College in Illinois accredit three or four years of Hebrew. Seven institutions, among which are New York University, Purdue, and

⁵ Eight theological schools are not included here.

⁶ The candidate who wishes to offer Bible for entrance credit must correspond in advance with the Director of Admission, sending an outline of the course.

⁷ Hunter College is the only liberal arts college which lists Hebrew in its official catalog among the languages that may be accepted for admission from high school.

Nebraska State Teachers' College, grant recognition for one to four years of Hebrew. Four schools, including the University of Maryland and Southwestern University in Texas, did not specify the number of years of study they accept, but merely stated that they accredit it to the same extent as any other language requirement.

Colleges and Universities Offering Hebrew

At least 38 colleges and 57 universities making a total of 95 schools of higher learning in the United States teach Hebrew. These figures indicate that universities, with their larger enrollments and facilities offer Hebrew to a greater extent than do the colleges. In addition, 53 theological schools of all denominations provide courses in Hebrew making a total of almost 150 institutions, or about 12% of all institutions of higher learning in this country which teach Hebrew. Ten universities and colleges, including the Universities of North Carolina, Wyoming, Kansas, Wesleyan, Duke and Knox College, stated that they would be glad to provide courses in Hebrew or Jewish studies, if the demand warranted it, or if funds were forthcoming for the purpose.

Twenty of the 57 universities offering Hebrew teach the courses on an undergraduate level, and offer them towards a baccalaureate degree, as do also 24 colleges, making a total of 44 institutions which include Hebrew in their liberal arts curricula. Some well known universities such as Brown, Harvard, New York, Johns Hopkins, Pennsylvania, Wisconsin, Michigan and Stanford, are in this category. Among the colleges in this group we find Radcliffe, Smith, Mount Holyoke, Brooklyn and Hunter colleges.⁸

Nineteen universities and three colleges offer Hebrew in their graduate curricula. In some cases, as in Yale and Columbia, these courses are recognized only toward higher degrees, whereas in others, as Harvard, New York, Johns Hopkins and Boston, a student may take courses in Hebrew on the graduate level which will also count towards a liberal arts degree.

Eighteen universities and fifteen colleges offer Hebrew through affiliated theological schools as in the case of Temple, Boston, Missouri, Maine, Chattanooga, Seton Hall College and Oberlin. Several institutions grant credit for Hebrew studies taken in a recognized school. The University of Cincinnati, for example, offers a maximum of 30 hours credit for work in Hebrew toward the A.B. degree, if taken at the Hebrew Union College concurrently with attendance at the University.

Number of Years of Hebrew Taught

The number of years of Hebrew taught is determined both by the gradation and the number of courses offered. Thus, elementary, inter-

⁸ At Brooklyn College, Hebrew is offered through the department of classical languages. It states in its bulletin that "courses in Hebrew, although given in the classical department, may be taken to meet the modern foreign language requirement."

mediate, and advanced Hebrew, if given as full year courses, would require a three-year period of study, whereas the elementary or intermediate course would call for only two years of work. Of the 57 universities and 38 colleges teaching Hebrew, 8 universities and 20 colleges offer only one year of study. As is to be expected a smaller number of Hebrew courses is given in the colleges than in the universities. Stanford University, Smith College and Mount Holyoke are among the schools offering only one year of Hebrew study. In the group of institutions providing two years of Hebrew, we find a considerably larger proportion of universities, and a smaller percentage of colleges. Thirty universities and 11 colleges are in this group, including Boston, Brown, Emory, Johns Hopkins, Louisiana State, Michigan, as well as Augsburg, Houghton and Wellesley Colleges. Nineteen universities, including Harvard, New York, Chicago, Pennsylvania, Yeshiva, Temple, Buffalo, Missouri, and Yale,⁹ teach three or more years of Hebrew as do six colleges, among which are Brooklyn, Oberlin and Radcliffe.

Scope of Courses

The courses in Hebrew may be classified in two quite distinct categories, the traditional and the modern. The former reverts back to the type of instruction in Hebrew provided by the religiously motivated colonial colleges, whose aim was primarily to teach Hebrew as a tool in the study of the Old Testament and Exegesis. To accomplish this, the student is given a grounding in the rudiments of Hebrew grammar and syntax. Jewish history courses offered by these traditional Semitic departments are generally limited to a history of the Old Testament and apocryphal literature or to Biblical History. The older Semitic departments usually offer instruction in higher criticism, in Biblical Archaeology, in commentaries and in the component phases of Biblical Literature; such as the legislative portions, narrative, prose, poetry, the Messianic elements and the like. Often, too, they teach Biblical Aramaic in order to train the student to read the Aramaic sections of the Old Testament. The instructors in these courses are generally non-Jewish and their own Hebrew preparation was along the same lines. The students, too, are generally non-Jews, consisting largely of ministers, missionaries and others who expect to use their knowledge of Hebrew in pursuing the classical Judaic studies.

Recently, however, a new trend has been discernible in a number of Semitic departments. Where there is also a Jewish member of the faculty who possesses a modern Hebraic background, an attempt is made to teach modern Hebrew. This new tendency was motivated by the interest in the renaissance of Hebrew in Palestine as well as in Europe and America. Among the Semitic departments offering such courses are those of the

⁹ The Dropsie College for Hebrew and Cognate Learning in Philadelphia, is not included here. It is a unique post-graduate institution granting a Ph.D. degree and offering an extensive program of Semitic studies and Jewish History, Culture and Education.

mediate and advanced Hebrew, if given as full year courses, would require a three-year period of study, whereas the elementary or intermediate course would call for only two years of work. Of the 57 universities and 38 colleges teaching Hebrew, 8 universities and 20 colleges offer only one year of study. As is to be expected a smaller number of Hebrew courses is given in the colleges than in the universities. Stanford University, Smith College and Mount Holyoke are among the schools offering only one year of Hebrew study. In the group of institutions providing two years of Hebrew, we find a considerably larger proportion of universities, and a smaller percentage of colleges. Thirty universities and 11 colleges are in this group, including Boston, Brown, Emory, Johns Hopkins, Louisiana State, Michigan, as well as Augsburg, Houghton and Wellesley Colleges. Nineteen universities, including Harvard, New York, Chicago, Pennsylvania, Yeshiva, Temple, Buffalo, Missouri, and Yale⁶ teach three or more years of Hebrew as do six colleges, among which are Brooklyn, Oberlin and Radcliffe.

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Universities of Pennsylvania, Boston, Johns Hopkins, Chicago, Harvard and Columbia. The last two institutions have endowed chairs in Jewish history and philosophy respectively, which provide for a series of courses in these fields. Both of these professorships are in the Graduate schools. At Columbia, courses in modern Hebrew were started recently.¹⁰ At present the University teaches elementary, intermediate and advanced Hebrew, and medieval Jewish philosophy. These subjects are taught by Professor Halkin and Dr. Mendelsohn. A variety of courses in Jewish history are offered by Professor Salo Baron, who has since 1930, occupied the Chair of Jewish History, Literature and Institutions established by Mrs. Nathan J. Miller, in 1929. These courses are given in the history and in the Semitic departments.

At Harvard, where Hebrew has been taught since the establishment of the College in 1636, there was no endowment of a professorship until the establishment of the Lucius N. Littauer Chair of Jewish Literature and Philosophy in 1925. Professor Harry A. Wolfson, who has been the incumbent of the Chair since it was founded, was also instrumental in expanding the Hebrew Library at Harvard. The courses for the current year include Jewish History, Religion and Literature; Selections from the Talmud, Midrash and Biblical commentaries; Hebrew Philosophical Texts; and Jewish History in Palestine and other Oriental Centers to the end of the 11th century.

Mention should also be made of another Chair of Jewish study at the Bible College of Missouri which is affiliated with the University of Missouri. It was initiated by Rabbi Samuel S. Meyerberg of Kansas City in 1931, and is maintained by the Jewish Welfare Federation of the State of Missouri. Dr. Isidore Kayfetz has occupied the Chair since its inception.

The Semitics Department of Johns Hopkins provides instruction in the History of Modern Hebrew Literature; Medieval Hebrew Prose; Readings in Babylonian Talmud and Jewish History during the Second Commonwealth. These courses are maintained by the community and taught by Dr. Samuel Rosenblatt. During the war, when the ASTP introduced a course in spoken Arabic, the head of the Semitics Department, Prof. Albright, a non-Jew who lived in Palestine and speaks Hebrew fluently, introduced a course in conversational Hebrew.

Recent Developments

Those institutions which adopted the teaching of modern Hebrew during

¹⁰ As already indicated Hebrew has been taught at Columbia without interruption, since its founding. A professorship of Rabbis, endowed in 1887 by Temple Emanuel, was held by Professor Richard Gottheil in that year. On the retirement in 1889 of Professor Peck as the head of the Semitics Department, the professorship of Semitics was merged with the Chair of Rabbis, headed by Professor Gottheil, who presided over this department until his death in 1936. The Chair is now held by Dr. Arthur Jeffrey.

the last decade belong to a separate category. The colleges and universities involved do not have any Semitics departments and the courses are attached to other departments.¹¹

This new development originated with the introduction of modern Hebrew¹² on an experimental basis in the Division of General Education of New York University in 1934.¹³

The experiment having proven successful, modern Hebrew was included as a regularly accredited subject in the curriculum of the Department of Foreign Languages and Literatures in the University's School of Education in 1937.¹⁴

Brooklyn College followed the example set by N.Y.U. and introduced Hebrew in its course of study early in 1938. Since then a variety of courses in modern Hebrew, language and literature have been included in the program of the college. There are now three instructors in Hebrew in the day session of the school; Dr. Reuben Wallenrod, Dr. Charles Ozer and Dr. Louis Shofman.¹⁵ Several years later Hebrew and Jewish cultural courses were introduced at Hunter College,¹⁶ taught by Dr. Israel Efros.

In addition to the institutions cited here, one or two courses in modern

¹¹ At Brooklyn College, for example, Modern Hebrew is given in the Classics Department, whereas at Hunter it is attached to the German Department.

¹² The Hebrew courses offered in the public high schools in New York City since 1930 stimulated this innovation. See Lapson, Judah "A Decade of Hebrew in the High Schools of New York," *Jewish Education* XVI (1) Reprint.

¹³ It might be mentioned in passing that Hebrew had been taught at N. Y. U. since its founding in 1831. In fact, a facsimile of an early bulletin appearing 1837 indicates that Hebrew occupied a major place in the course of study of the University. The one page schedule of courses issued at the time provides for the regular teaching of rabbinics and Hebrew and bears a parenthetical notation to the effect that classes in French, German and Spanish, will be introduced if the demand warrants it. In 1871, Abram S. Isaacs, a rabbi, and an alumnus of the University, who also studied at Breslau, was appointed to teach Hebrew. In 1889, he was promoted to the professorship of Semitics in the Graduate School, a post which he occupied until his death in 1921. Professor Isaacs, writes Vice-Chancellor Kimball, always met his classes in a cutaway coat, striped trousers and a shiny hat, which reposed on his lecture table during the class session. In 1892, several years after Professor Isaacs' appointment, John D. Prince, the Dean of the Graduate school, a Ph.D. in Semitics from Johns Hopkins, was appointed as professor of Semitics at the University. The latter purchased and brought to the University the famous Oriental library of Paul La Garde, the German Semitist and anti-Semite. Soon after Dr. Isaacs' death, Dr. Joshua Bloch served as lecturer in Semitics for about two years, after which the department was discontinued.

¹⁴ This was brought about through the efforts of Dean E. George Payne, who as one of the leading educators in the country, realized the importance of introducing Hebrew cultural courses in the curriculum, as a means of fostering inter-cultural education. With the help of Dr. Israel S. Chipkin, then the Director of the Jewish Education Association of New York, the sum of \$6,000 necessary to initiate the courses was raised.

¹⁵ For a number of years, Professor A. S. Halkin was in charge of the Hebrew classes at Brooklyn College.

¹⁶ This year, for the first time the courses were officially included in the regular budget of the college though they still lack the official status awarded them at Brooklyn College.

Hebrew are offered at Denver, Wayne, Houston and Louisiana Universities, and the New School for Social Research. At Maryland, Alabama, Texas and several other institutions, the Hillel Foundation director teaches an accredited course in Hebrew or Jewish religion. The precedent and the experience at New York University aided considerably in the introduction of Hebrew at Wayne and Houston Universities.

Hebrew Chair at New York University

The Chair of Hebrew Culture and Education established at the School of Education of New York University in 1944, and now occupied by the writer, is the first of its kind in any University or School of Education.¹⁷ It enables students to pursue a course of study leading to the Baccalaureate, Master's and Doctor's degrees in Hebrew or Jewish culture and education. The courses for the current year cover Elementary, Intermediate, Advanced Hebrew; Modern Hebrew Novelists and Poets; Contemporary Jewish Problems; Cultural Contributions of the Jewish People; Masterpieces of Hebrew Literature; Current Hebrew Literature; and the Literature of the Golden Age of Spain. The present series of courses are only part of a broader curriculum offered in a four year cycle. It might also be mentioned that a course in Jewish Educational Theory and Practice is given this year by Dr. David Rudavsky, a new member of the Faculty. The courses generally attract non-Jewish as well as Jewish students.

The value of such courses for Jewish students and the Jewish community is easily discernible. In addition, however, courses in Hebrew culture will undoubtedly exert an influence on non-Jewish students and enable them to become acquainted with the great contribution of Judaism to Western civilization and American democracy. They will help to engender in the future civic leaders and citizens of our country a sympathy for and an understanding of the Jew and his efforts. Nor should we forget the important role of Hebrew learning as an essential ingredient in intercultural education. This consideration assumes added importance at this time when education devotes so much attention to the problem of fostering better human relations so essential for ensuring peace and tranquility for the peoples of the world.

¹⁷ The University bulletin describes the set-up in the following terms:

"Friends of the University have provided funds for the establishment of a Professorship in Hebrew Culture and Education. The Professorship, with the University's special Library of Hebraica and Judaica presented through the Jewish Culture Foundation, will provide adequate facilities for the education of teachers in modern Hebrew, the stimulation of research in Jewish culture, and the encouragement of student interest in the fields of Hebrew culture and education."

Teaching the Spanish Verb Paradigm

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(Author's summary.—The classical pattern of the verb paradigm has been disrupted by changes in both Spanish and English. The student's problems in learning the verb may be simplified by making a new arrangement of the paradigm.)

THE traditional form which the verb paradigm takes in all grammars has been so consecrated by time and use that the suggestion that this time-honored pattern be scrutinized with a critical eye may well sound like grammatical heresy. Nevertheless, every teacher of Spanish will recognize several common student difficulties which may well be attributed to the learning patterns established by the standard form of the paradigm.

It is a well-known psychological and pedagogical fact that we learn best by proceeding from the known to the unknown and that we learn most rapidly when a minimum number of adjustments to new factors is required in the process, yet the average American student is introduced to the Spanish verb with very little thought being given to these principles. The psychological barriers which some students have to hurdle are often tremendous. Many learn for the first time that *you* is both singular and plural, masculine and feminine, that *ye* is the plural of *thou* (neither of which they know how to use in English), and that Spanish has forms equivalent to them in daily use. The American student meets the verb with 7 English subject pronouns in his active vocabulary and discovers he must employ 13 Spanish equivalents; he has two imperative forms (only one of which he commonly recognizes) which must be replaced by 7 distinct functional forms in Spanish, and, in addition, he generally discovers, for the first time, the disturbing existence of the subjunctive. His troubles, however, do not stop with these. He finds that *tú*, *vosotros*, *usted*, and *ustedes* are all translated indifferently by *you* and that *Vd.* and *Vds.* are third person in form but second person in function and that they take a third person subjunctive in the functional, second-person imperative. And if this is not enough, he must learn to handle, if he memorizes 100 complete conjugations, over 20,000 functional forms. It seems worthwhile, as a result, to consider means of making the student's task as simple as possible.

The traditional pattern of the paradigm, as is well known, is composed of two sets, singular and plural, in the order of first, second, and third person. The original logic of this system, however, has been seriously disrupted by the migration of *Vd.* and *Vds.* from their original third-person origin to a functional second person and by the obsolescence of *thou* and *ye* in English. The American student, who is usually presented with six forms (e.g., *tengo*, *tienes*, *tiene*, *tenemos*, *tenéis*, *tienen*) and expects the old logical

system to work is bewildered by the necessity of associating *I, you, he, she, it, you, we, you, they, you* with these forms in a jumble of persons that has no logical organization whatsoever.

It is well known that the memorization of a conjugation is fundamentally a chain process and that this process is expedited if the links join together in some sensible fashion. This is obviously impossible when the English and Spanish paradigms are set side by side and internally impossible, in the logic of the student, in the Spanish paradigm since, with more veneration for scholarly philology than pedagogical acumen, it has been customary to force the student, on the one hand, to associate *Vd.* with *él, ella, ello*, as third persons, while, on the other, to recognize *Vd.* functionally as a second person capable of taking a form exactly equivalent in meaning to our English imperative. The student, moreover, learns that the *true* imperative is, for example, *habla, hablad*, and is immediately required in class and by the exigencies of life to translate 99 per cent¹ of his English imperatives by *hable, hablen*, which, he is told to his confusion, are not imperatives at all but subjunctives. And, then, a few lessons later, he is informed that the subjunctive is not used in a true independent clause.

It should be clear that much bewilderment could be avoided by recognizing the purely functional value of *Vd.* and *Vds.* and by divorcing them in practice from their third person origin and by endowing them, in the paradigm, with the title of second persons and with imperative forms in their own right. It seems to be futile scholasticism to keep on insisting that *Vd.* and *Vds.* are really today third persons when in practice, and even in the psychology of the Spaniards themselves, they function as second persons. This is comparable to insisting that the *-ra* form of the subjunctive is indicative because it had an indicative origin.

The position of *Vd.* and *Vds.* in the paradigm likewise leads to confusion. Both are tagged on to a series of third persons as a sort of after-thought and logically out of order in the parallel with the English *I, you, he*, and, in this position of contradiction and weak emphasis, completely out of line with reality. The student learns the paradigm pattern of first, second, third person (*yo, tú, él*) and immediately is required to re-arrange this to fit his practical needs. In practice he uses *yo, Vd., él*.

It seems unsound to believe that the majority of American students will ever have an opportunity to use *tú* and *vosotros* as part of their active vocabulary in real life situations. In Latin-America *vosotros* has been almost completely replaced by *Vds.* and in many sections *tú* is giving way to *vos*.²

¹ A preliminary study of the frequency of Spanish verb forms throws indicative if not conclusive light on this point. 120 random samples of 24 modern authors forming a cross-section of genres have produced only 7 examples of the singular familiar imperative (in 997 forms); and none of the familiar plural.

² In the samples mentioned in Note 1, only 49 verbs, or less than 5 per cent, were in the familiar. This number includes imperatives.

Moreover, it is a rare foreigner who lives long enough in a Spanish speaking country to have the chance to develop relations intimate enough to require the familiar. Consequently, if only in the light of the student's general needs, it would be more practical to re-arrange the paradigm so as to de-emphasize *tú* and *vosotros* and to properly identify *Vd.* and *Vds.*

The following suggested re-arrangement of the paradigm attempts to obviate some of the difficulties outlined above.

yo hablo
nosotros hablamos
Vd. habla
Vds. hablan
él habla
ellos hablan
tú hablas
vosotros habláis

The practical advantages of this arrangement are quite obvious. The intimate forms (*tú*, *vosotros*) are de-emphasized and separated from the rest of the conjugation and the remaining forms are arranged in such a fashion that exact and logically consequent parallels may be established between Spanish and English. *Vd.* and *Vds.* now occupy the positions which usage and logic, as far as the American student is concerned, assign to them.

This arrangement likewise shows 8 forms instead of the traditional 6. This conforms exactly to the number of subject pronouns in terms of functional persons and facilitates the making of parallel charts of other pronouns. The singular and plural character of the Spanish equivalents of *you* is stressed and the associations in chain memorization are both logical and helpful. The intimate forms, which always end in *s*, are placed together, and the forms which are made plural by adding *n* are in sequence in the memory chain.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

A List of Engineering Terms in Spanish and English¹

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IT IS hoped that the following list will be especially helpful to two groups in particular, to Spanish American students studying English in the United States, and to American students who are likely to do engineering work in Spanish America. Cognates have been starred to call particular attentions to the close similarity of the words in Spanish and English.

No claim is made, of course, that this list is complete. Such a list would be entirely out of the scope of a brief study such as this.

la abertura, aperture, break	el amperímetro ammeter	el bisectriz, bisector
*la abscisa, abscissa	*el amperio, ampere	el bisel, beveling
*la absorción, absorption	*la análisis, analyses	el boquerel, nozzle
*accesible, accessible	*analizar, to analyze	la boquilla, nozzle
*la accesibilidad, accessibility	ondulado, corrugated	*el cajón, caisson
*los accesorios, accessories	(applied to steel)	*el calculador, computer
*el acelerador, accelerator	*el anestésico, anesthetic	*el calendario, calendar
*acelerar, to accelerate, to make faster	*el anodo, anode	cambiante, iridescent
*acético, acetic	análogo, parallel	el camino trillado, track
*acetileno, acetylene	*la antena, antenna	*el cañamazo, canvas
*acomodar, accommodate	antiguamente, formerly	la cantimplora, siphon
*acompañado, accompanied	*el aparato, apparatus	*la capacidad, capacity
los acres colectivamente, acreage	*la apariencia, appearance	*la capilaridad, capillary
*acumular, to accumulate	*aplicado, applied	*el carburador, carburetor
*adyacente, adjacent	la armadura, armature	el carril, track
*afectar, to affect	*el arreglamiento, arrangement	*casualmente, casually
el aficionado, amateur	arrugado, corrugated	*catálogo, catalog
*afiliar, to affiliate	*el arsenal, arsenal	*la cavidad, cavity
aflojar, to loosen	*el ártico, arctic	*el celuloide, celluloid
*agitar, to agitate	*el artículo, article	centésimo, hundredth
el aislador, insulator	*el asbeto, asbestos	*centígrado, centigrade
aislar, to insulate	*el asfalto, asphalt	*el centímetro, centimeter
ajeno, foreign, another's	*el autogiro, autogiro	la cercanía, environment
*álcali, alkali	*el auxiliatorio, auxiliary	el chafán, bevel
*el alcohol, alcohol	averiguar, ascertain	*el chasis, chassis
*el alineamiento, alignment	*el bachiller, Bachelor (as of Arts—a degree from a college or university)	el chorro suave, ooze
*el alternador, alternator	*el barómetro, barometer	*cilíndrico, cylindrical
*la altura, altitude, height	*la base, basis or bases	la cifra, cipher
*el alúmina, aluminum	*la bencina, benzene	el cinc, zinc
*aluminio, aluminum	*beneficiado, benefited	el cobertizo, hangar
ambulante, gradient		colar, to percolate
		la colopez, isinglass
		la colateral, collateral

¹ The authors make grateful acknowledgment to Professor Johnstone Parr of the Engineering English Department of the University of Alabama for the English words in this list.

- *la columna, column
- *combustible, combustible
- *la comisión, commission
- el compañero, partner
- *comparativo, comparative
- la competencia, competition
- *el compresor, compressor
- *el condensador, condenser
- *el conducto, conduct, chute
- *cónico, conical
- concienzudo, conscientious
- *continuo, continuous
- *el conductor, conductor, conveyer
- *conveniente, convenient, desirable
- *convertible, convertible (noun & adj.)
- el consejero, counsellor
- contencioso, controversial
- *el corolario, corollary
- *la creosota, creosote
- el crisol, crucible
- *cristalino, crystalline
- *la crítica, criticism
- *criticar, to criticize
- *critiquizar, criticize
- *el cuarzo, quartz
- el cucharón, ladle
- *el curso, course
- *dato (s), datum, data
- *definido, definite
- el depósito, reservoir
- *depreciar, to depreciate
- de pie, endwise
- de punta, endwise
- desagregar, to disintegrate
- *desaparecer, to disappear
- *la desaparición, disappearance
- desarrollar, to develop
- desatar, to loose
- *la descripción, description
- *deseable, desirable
- *desenvolver, to develop
- desprender, to loose
- *la destilación, distillation
- *el diafragma, diaphragm
- *diagramático, diagrammatic
- *el diagrama, diagram
- *dilatación, dilation, extension
- diluir, to dilute
- *ei diluído, dilute
- *la dimensión, dimension
- la diputación, committee
- *el dirigible, dirigible
- *la discrepancia, discrepancy
- *distinto, distinct, detached
- *distribuidor, distributor
- *dúctil, ductile
- *la durabilidad, durability
- *efectuar, to effect
- la ejecución, achievement
- execution
- *la elasticidad, elasticity, resilience
- *la electrólisis, electrolysis
- *el electrólito, electrolyte
- *la elevación, elevation
- *eliminar, to eliminate
- *el eclipse, ellipse
- *eminente, eminent
- *emitado, emitted
- el ejemplar, specimen
- los empleados, employees, personnel
- el encendido, ignition
- el empollador, incubator
- *la enciclopedia, encyclopedia
- ensuciar, to pollute
- *equipado, equipped
- *equivalente, equivalent
- erigir, to erect
- el escape, exhaust
- la estopa, oakum
- la estufa, stove, kiln
- *evaporar (se), to evaporate
- *exacto, accurate, exact
- *exagerar, to exaggerate
- *la excentricidad, eccentricity
- *excéntrico, eccentric
- *la exclusión, exclusion, omission
- *la existencia, existence
- el expulsor, ejector (pump)
- *la extensión, extension
- el extranjero, foreigner (also foreign)
- el fabricante, manufacturer
- *facilitar, to facilitate
- *el Fahrenheit, Fahrenheit
- *la falacia, fallacy
- el fango, ooze
- fertilizar, to inoculate, fertilize
- la fianza, guarantee, bail bond
- *el filamento, filament
- *la filtración, filtration
- filtrar, to percolate (filtrate)
- *el financiero, financier
- *fluctuar, to oscillate, to fluctuate
- el folleto, pamphlet
- *formalmente, formally
- *fomentar, to form, to develop
- *el fósforo, phosphate
- *fraudulento, fraudulent
- el freno, brake
- *frustrar, to disappoint, to frustrate
- la fundición, foundry
- *el fuselaje, fuselage
- *galvanizar, to galvanize
- garantir, to guarantee
- el giratorio, rotary
- la gnomónica, dialing
- el grado del aumento ó disminución, gradient
- *la gravitación, gravitation
- *el hangar (aero), hangar
- el hélice, propeller
- la herramienta, appliance
- *la heterodinia, heterodyne
- *heterogéneo, heterogeneous
- *hidráulico, hydraulic
- *la higiene, hygiene
- *la hipotenusa, hypotenuse
- *la hipótesis, (s), hypothesis
- *horizontal, horizontal
- el horno, kiln
- *la ignición, ignition
- *ilógico, fallacious, illogical
- *el impedimento, hindrance
- impediment
- inaplicable, irrelevant
- *la incubadora, incubator
- *indispensable, indispensable
- *el índice, index
- indagar, to ascertain
- *el inductor, inductor
- *inflamable, inflammable
- *la inflexibilidad, inflexibility

- *inflexible, inflexible
- *inmóvil, immovable, immobile
- *insoluble, insoluble
- *el inspector, inspector, overseer
- *instalado, installed, erected
- *el instalador, installer, inductor
- *instantáneo, instantaneous
- *intercambiable, interchangeable
- *intelectual, intellectual
- introducirse, to penetrate
- *isósceles, isosceles
- el juicio, judgement
- juntarse, to coalesce, to join
- *el kerosene, kerosene
- *la kerosina, kerosene
- *el kilómetro, kilometer
- el kilometer, kilocycle
- *el kilovatio, kilowatthour
- *el laberinto, labyrinth
- *lateralmente, laterally
- la laca, shellac
- *la latitud, latitude
- *legítimo, legitimate
- *levantado, erected
- *el levantamiento del plano de una mina, dialing
- *libertar, to liberate, to loose
- *la licencia, license
- *licenciar, to license
- la licuación, liquefaction
- liquidar(se), to liquefy
- la lona, canvass
- la longitud en millas, mileage
- *el lubricante, lubricant
- *macadám, macadam (de), adj. ó noun
- *la magnesia, magnesia
- *el magnetismo, magnetism
- *maleable, malleable
- malsano, noxious
- manchar, to stain, pollute
- *el manganeso, manganese
- *las matemáticas, mathematics
- *el mantenimiento, maintenance
- el marbete, label, stamp
- el mecanismo (de mando), control
- meftico, noxious air
- el mensajero, conveyor, messenger
- *la metalurgia, metallurgy
- *el mimeógrafo, mimeograph
- *la miniatura (adj. or noun), miniature
- *misceláneo, miscellaneous
- *el mortero, mortar
- móvil, movable, mobile
- la muestra, specimen, sample
- *municipal, municipal
- *la nafta, naphtha
- *nebulosa, nebula
- *necesario, necessary
- *la necesidad, necessity
- *negociar, to negotiate
- *el níquel, nickel
- nocivo, noxious
- noveno, ninth
- notable, noticeable
- noventa, ninety
- *el núcleo, nucleus
- *oblicuo, oblique
- obligatorio, compulsory
- *el obstáculo, obstacle
- *la ocasión, occasion
- *la ocurrencia, occurrence
- *ocurrir, occur
- *la omisión, omission
- *la operación, operation
- *el optimismo, optimism
- *ordinario, ordinary, coarse
- *original, original
- *oscilar, to oscillate
- *el óxido, oxide
- la palanca de mano, control
- *el planímetro, planimeter, planometer
- *la parafina, paraffin
- *paralelo, parallel
- *la parálisis, paralysis
- *paralizar, to paralyze
- *parcial, partial
- la pendiente, gradient
- *el péndulo, pendulum
- *penetrar, to penetrate, to go in
- *perceptible, noticeable, perceivable
- perder, to lose
- *perenne, perennial
- *perforar, to perforate
- *permanente, permanent
- *permisible, permissible
- *el permiso, permission
- *perpendicular, perpendicular
- *el personal, personnel
- pertrechado, equipped
- *el petróleo, petroleum
- el plomo, lead
- *polemístico, polemistic, controversial
- *la porcelena, porcelain
- *preparación, preparation
- *el proclámador, announciator, proclaimer
- *producir, to yield, to produce
- el producto accesorio, by-product
- el propulsor, propeller
- *la protección, protection
- quebrarse, to break
- el rascador, scraper
- el raspador, scraper
- *el receptáculo, receptacle
- el reconocimiento, acknowledgment
- *recurso, recourse, resource
- redituar, to yield
- la regadura, irrigation
- el remache, rivet
- el remitente, transmitter
- *la resistencia de tensión, tensile strength
- reventar, break
- el riego, irrigation
- el roblón, rivet
- romperse, to break
- *rotante, rotating
- rotular, to label
- la rotura, break
- el saetín, chute
- *el saneamiento, sanitation
- *el sedimento, sediment
- seguir, to proceed
- *separado, separate, detached
- *el separador, separator
- *el sifón, siphon
- *simétrico, symmetrical

*sincrónico, synchronous	*la tintura, tincture	*vacilar, to vacillate
*el seismógrafo, seismograph	tosco, coarse	el vacío, vacuum, exhaust
el sobrestante, overseer	*el tracto, tract, space of time	*variable, changeable, variable
el socio, partner	*transferir, to transfer	la vecindad, vicinity, neighborhood
soldar, to solder	*la transmisión, transmission	
la soldadura, solder	*el transportador, conveyor,	
soltar, to loose	transporter	*el vernier, vernier
*la succión, exhaust, suction	de través, across	vertedero, sewer, drain
sudar, ooze, sweat	el trinquete, ratchet	*vertical, vertical
suelto, loose, detached	*unánime, unanimous	*visible, visible
*la terminología, terminology	unirse, to coalesce, to unite	*la vitamina, vitamin
el tiempo, weather	*usando, using	*volatilizar(se), to volatilize
el teniente, lieutenant	*utilizar, to utilize	*el yodo, iodine

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The Learning of Languages

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(*Author's summary.*—The author seeks to show how foreign languages, which seemed at first a grammar exercise, later through contact and travel became a living medium of expression.)

IN THIS article I wish to set forth my language experience as a student, teacher and soldier, plus giving some thoughts on the method of learning foreign languages. Hence, this paper might be considered the autobiography of a language major as well as a discussion of method.

At English High School in Boston I studied French and Latin. The pupils memorized quotations from Cicero's Apology for the Classics *Pro Archia*:—"Atque idem ego contendo, cum ad naturam eximiam et illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere existere."—The teachers, such as Mr. Reed in Latin, Mr. Coleman and Mr. Hill in French, were capable and industrious. However, I developed too much in French grammar and very little in French conversation. (This situation may have been influenced by my study of Latin.) I could quote ad nauseam rules on grammar and syntax:—"The French verbs that omit the implied preposition and take a direct object are: *chercher, regarder, savoir, connaître, écouter.*"—"The French verbs that take the preposition *de* before an infinitive are: *blâmer, cesser, commander, conseiller, craindre, défendre, se dépêcher, dire, empêcher, essayer, éviter, se hâter, ordonner, oublier, permettre, prier, se presser, promettre, refuser, regretter, remercier.*"—Despite this great knowledge of grammar, vocabulary, and translation, I could not speak even simple French.

Later as a student at Harvard College, I took courses in French, Latin and Greek and was about to major in the Classics. But for some reason or whim, at the end of my sophomore year I changed to Modern Languages. Perhaps the reason for this change was my first real contact with spoken French. (The first two years in College had been spent on literature.) A French boat the *D'Entrecasteaux* dropped anchor in Boston Harbor. I accompanied a friend on a visit to the ship. We met several crewmen and tried to communicate with them. I discovered that I could recognize some of the spoken French words which were familiar to me. However, I could express myself only haltingly. This experience, although embarrassing,—I had studied French for six years—fired my ambition to master the spoken language.

During the next year I studied French conversation under Professor Mercier of Harvard. Rather than have the students speak from a textbook, he required each student to prepare a short talk and give it in front of the

class. This professor was concerned not in making the students learn new words, but rather in having them use the words they already knew. Phrases and expressions which had long lain *passive* within me now became *active*. At this same time I began Spanish. I taught myself, from the start, to repeat aloud simple expressions and practised short conversations with my fellow-students. Dr. Ford, Smith Professor of Spanish, was a Romance Philologist of the old school. However, I kept to my new decision of prizing conversation above etymology. I considered any fragment of contemporary speech: "¡Holá chico!" "¿Qué pasa?" "¿Adónde va?" more important than tracing *hacer* back to Latin *facere*.

The visit to the ship *D'Entrecasteaux* had opened my eyes to a new field of language study: namely, contacts outside of the classroom. I began to cultivate Frenchmen, Canadians, West Indians, Africans, South Americans, any and all who spoke French or Spanish. These acquaintances included some fine individuals and some rogues. I remember particularly M. Justin from the island of Guadeloupe. He was like a character out of Dumas: he had followed the sea all over the world, had made a fortune and lost it, had been often "married," and could speak five languages well, though scarcely able to sign his name. Some Sundays I used to visit a French church *Notre Dame des Victoires* in order to hear sermons in French. Thus, it occurred that by conversing with *people* and not with scholars, I had picked up many colloquial expressions such as:—"Vous connaissez ce type-là?" "Ça colle." "Il ne faut pas me tracasser la tête là-dessus." This practise was unwittingly in accord with Malherbe, who is reputed to have cited as models of usage "*les crocheteurs du Port-au-Foin*."

My graduate school was Boston College, where I studied literature under the late Fr. de Mangeleere, a good teacher and friend. Previously as a senior at Harvard, I had begun to understand literary research and criticism through valuable conferences with Dr. Francon. My language courses, plus outside contacts, had taught me the desirability of learning other modern languages. Consequently, after receiving the Master's Degree, I began German and Italian at the Opportunity School in Boston, courses that were offered free, thanks to a federal subsidy for teachers and books. Needless to add, I made myself speak simple German and Italian from the outset. Any expression which I could *read* I also learned to *pronounce* and *understand*.

When I commenced teaching in 1939, I made the mistake of stressing grammar too much in elementary classes and of lecturing the whole hour in literature courses.—This practise was merely imitation of teaching techniques under which I had been trained. But later at a college in New Orleans I learned to subordinate grammar in favor of conversation. At that time I used to take my students on visits to French and Spanish boats, and in turn used to invite foreign seamen (French, Spanish, Portuguese) as visitors to the classroom. Through acquaintance with the crew of a Brazilian coffee-boat, I learned a little Portuguese:—"Boa noite." "Como está?" "Muito

bem, obrigado." and-so-forth.—Such contacts as these enlivened language study for me and the undergraduates.

Then came the Army and my voyage to France! On the ship I taught two French classes and studied German in another class. My soldier-students had no grammar book, they learned French expressions by listening and by imitating my pronunciation. The emphasis was oral and aural. In Northern France and Belgium I found a clipped, sprightly French (including the Parisian accent). The speech of Southern France seemed to be influenced by Spanish and Italian (e.g. the pronunciation of *mute e*: Around Marseille I heard people slur the *e* as in singing—"la musique"—"Je suis de Nice.") Everywhere I encountered American soldiers who had achieved fluent French, German or Italian without the study of grammar and without any formal teaching. Many of these men had increased their knowledge of languages by attending foreign films and foreign opera. This stay abroad, at the taxpayers' expense, helped to shape my thinking on modern language methods.

Now that I am again teaching foreign languages, I try to limit grammar to absolute essentials; I try to make it *functional*. I have the students learn not grammar rules, but rather *usage*, that is, correct expressions that may serve as general models for any other expressions governed by the same rules. (E.g. "Ich habe *den* Bleistift, *die* Füllfeder, *das* Buch" can serve as a general rule for the Definite Article in the Accusative Case.) I read aloud and have the students repeat while imitating my accent.

We teachers must face squarely the issue of Veterans' education. Veterans who have been overseas usually *love* languages. That fact is in our favor. However, we must not *bore* them and drive them away. We must try to correlate our teaching with the living language which they met abroad. We should use the phonograph,—and if the school does not furnish linguaphone records, we may borrow them from the public library. (My students at Morgan State College have borrowed linguaphone sets from the Pratt Free Library in Baltimore.) We should build vital and interesting language clubs in which the students can practise plays, songs and speeches in the original tongue. (This type of activity is well developed at my present school.) In order to hold student interest and improve ourselves as teachers, we must expend time and energy. The personal sacrifice, however, should not deter us. According to Goethe:—

"Wer mit dem Leben spielt
"Kommt nie zurecht.
"Wer sich nicht selbst befiehlt
"Bleibt immer ein Knecht."

Today we have an interest in European languages such as never existed before. Let us so exploit this interest that modern language study will never again be attacked as useless and sterile. Our mission will be to uphold and justify the teaching of foreign languages in American schools.

In this article I have sketched my own development in Modern Languages and have mentioned numerous *realia* that aided me: namely, foreign ships, foreign seamen, foreign churches, language classes, phonograph records, foreign opera and films, and above all *conversation*. Even though the experiences of other students and teachers may be similar to mine, I trust that they will find some interest in this recital. Languages require time and application. By steady endeavor I have acquired some facility in French, Spanish, German, Italian and Portuguese. However, I desire to improve these skills through more university training. The study of foreign tongues has made me deeply interested in other lands besides my own and very appreciative of other peoples. I believe that modern language study does encourage respect and trust among individuals of different nationalities. Certainly the contemporary, post-war world needs international cooperation. Voltaire pleaded for such sympathetic understanding in his *Traité de la Tolérance*:—"Ce n'est plus aux hommes que je m'adresse; c'est à toi, Dieu de tous les êtres, de tous les temps, . . . fais que nous nous aidions à supporter le fardeau d'une vie pénible et passagère; que les petites différences entre les vêtements qui couvrent nos débiles corps, entre tous nos *languages insuffisants* . . . ne soient pas des signaux de haine et de persécution."

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The Isolated-Sentence Exercise

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(*Author's summary.*—Beginning grammars with only isolated-sentence reading material in the foreign language are obviously inferior to those which afford interesting, connected paragraphs of reading matter, but the former type is still in wide use. To avoid turning the language class hour into a dull translation exercise, ways are suggested of utilizing the isolated-sentence exercise in aural and oral drill.)

I

EVERY language teacher is familiar with beginning grammars whose sole reading material in the language consists of a group of numbered and isolated sentences. The lessons of such texts are usually organized in the following manner: (1) explanation of the grammar of the lesson; (2) a vocabulary of the new words used in the reading; (3) a group of isolated sentences in the foreign language; (4) a set of isolated sentences in English to be translated into the foreign language. Most of us have used grammars, either as students or teachers, or both, with the following type of reading material:

1. Ce matin Bernard est allé à l'école. 2. Nous sommes sortis de la maison à huit heures. 3. Ma mère est partie de Paris hier soir. 4. Mon petit frère et ma petite soeur sont revenus en Amérique au mois de septembre. 5. Quand êtes-vous retourné en France? 6. Est-ce que votre ami Jacques est tombé dans la maison? 7. Mon oncle et ma tante sont arrivés à Saint-Louis. 8. Ma cousine est restée à l'école jusqu'à la fin de l'année. 9. Vous êtes venus trop tard pour voir ma mère et ma soeur. 10. Je suis entré dans la salle de classe avec Bernard et son petit frère. 11. Mon père est né à Paris, mais il est mort à Bordeaux.

The models for such an exercise may be found in the traditional Latin and Greek grammars, but there are also other and more practical reasons for their existence. To write a beginning grammar is at best a painstaking and laborious task, but the most primitive and least difficult method of constructing such a text is first to organize the essential grammatical principles of the language into a series of lessons and to choose a vocabulary of basic words, and then to offer as reading material for each lesson a group of unrelated sentences which illustrate the grammar presented in the lesson and which utilize a limited number of new words chosen from the basic vocabulary. The above reading exercise could be written in a few minutes, certainly in much less time than that required to weave the same grammatical principles and vocabulary into connected paragraphs of interesting material.

The pioneer authors in beginning language texts must have spent much

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time working out and organizing the essential grammar and vocabulary of the language. It is not surprising that they had neither time nor inclination to develop more teachable and more interesting reading material, for to do so would have required many more hours and far more effort for each lesson. But the basic grammar of commonly taught languages and their essential vocabulary have long since been determined. Present-day authors of grammars of those languages usually devote much of their attention to the construction of good reading exercises, and for some years, beginning grammars with connected and interesting material have been appearing in French, Spanish, and German. In Russian, which is being taught extensively for the first time in the United States, the basic grammar and vocabulary have not yet been thoroughly and satisfactorily organized, and no well-known elementary grammar with only interesting connected reading exercises is available.¹ The isolated-sentence forms the basis of the reading in the two most used grammars of Russian, although one of these texts also has connected paragraphs of reading.

To demonstrate the serious limitations of the isolated-sentence exercise and the superiority of the connected paragraph for teaching the reading and speaking of a foreign language, one need only to set the two types of exercises side by side and to compare the effect of each on student and teacher.

The isolated-sentence exercise usually lacks both content and continuity. With no meaningful subject-matter, there is neither information nor narrative to carry the student along in his reading, and a notable lack of interest results. The learner reads such an exercise only to prepare a lesson, never in order to obtain information from nor to enjoy what he is reading. Isolated sentences usually have much less repetition of common words than do connected paragraphs. In order to prepare the isolated-sentence exercise, the student translates it into English, and many teachers, puzzled by the problem of how to handle this dull material during the class period, find no better way of checking the student's preparation of it than by translation into English.

Connected reading material in a beginning grammar may assume various forms. Among the most effective types are anecdotes, simplified versions of literary works written in the language, and short articles dealing with phases of the civilization of the country whose language the student is learning. Reading material of these categories is not only of infinitely more interest to the student; it also offers a much greater variety of ways of presentation by the teacher.

¹ Nina Potapova, *Russian*, Foreign Languages Publishing House, Moscow, 1945, which appeared in the United States between the writing and publication of this article, is a beginning grammar which contains as a basis of reading material connected and meaningful paragraphs. This text, which sells at \$1.50, may be obtained through Brentano's, New York City.

Between the isolated-sentence exercise and the types of connected material just mentioned is an intermediate genre which consists of paragraphs of connected sentences of relatively little interest to the student either in way of narrative or of information. For instance, the *passé composé* of verbs of motion might be woven into a connected paragraph as follows:

Ce matin monsieur Dupont est sorti de la maison vers huit heures. Il est monté en voiture. Il est allé au bureau. Il est descendu de la voiture devant le bureau. Il est monté au premier étage. Il est arrivé au bureau à huit heures et demie. Une heure plus tard, un ami est venu lui parler de ses vacances.

This relatively dull type of connected reading is occasionally unavoidable in the presentation in the reading exercise of certain grammatical principles or the incorporation of vocabulary essential to the learning of a language. It is somewhat superior to the isolated-sentence exercise, because it offers a paragraph unit and has a certain amount of repetition of common words, but it is inferior to the more interesting reading material, lacking as it does meaningful content and eliciting little interest from the student. To the teacher it poses many of the same problems of presentation as does the isolated sentence.

II

However superior the texts with connected and meaningful material, a goodly number of those with the isolated-sentence exercise are still being used in the foreign language classes of this country. Revised editions of old favorites continue to appear and to sell on a reputation established in a previous generation, and the isolated-sentence reading material often remains as one of the cherished features of this type of text. Older teachers, who learned to know and to like these texts many years ago and who still think of language teaching in terms of grammar above all, are frequently reluctant to abandon them for the newer texts, which subordinate grammar to language. It thus frequently happens that a teacher who prefers connected reading material finds himself in a school system in which he is obliged to use the older type of text.

III

When a teacher finds himself in a school system where a grammar with reading material of only the isolated-sentence type is at his disposal, much depends on his discovering how he can teach this material without resorting to the deadening process of translation into English. He cannot ignore the exercise entirely, for it may constitute the learner's only opportunity to read in the foreign language, and also there is a real value in having the student recite for a part of the hour, at least, on what he has prepared before class. The question, then, is how this antiquated exercise can be turned to good use in an oral approach to the language.

A solution to this problem may lie in the principle that anything, no

matter how simple, said in the foreign language is of some interest to the student who has not yet learned to understand the language easily. Even an isolated sentence, devoid of meaningful content, will stimulate the learner when he hears it in a foreign language and discovers that he can understand it. One who already knows the language realizes this fact only with great difficulty. Yet this principle offers a clue to a practical method of handling the isolated-sentence exercise in the classroom.

The method to be suggested is also based on recognition of the fact that pupils cannot reasonably be expected to remember the details read in an isolated-sentence exercise, because they are inconsequential. In order to answer questions based on this type of exercise, the pupil must either be allowed to look at his book during the question period, or he must hear the sentence read before the question is asked, in which case he has an opportunity of assimilating aurally what he has seen in print beforehand.

We shall give first of all a general method of dealing with the isolated-sentence exercise according to the principles described above, then suggest variations of the method, then point out possibilities of the use of black-board dictation in teaching this exercise.

1. General method

Let us take the exercise given at the beginning of this article. When the time comes to teach it, the instructor directs the students to close their books. He then reads the first sentence, slowly and clearly, remembering that a sentence which to him seems very simple is often a mystery and a confusion of sounds to the learner:

Teacher: Ce matin Bernard est allé à l'école.

Having read the sentence as it was given, he asks a series of easy questions based on the information in that sentence:

Teacher: . . . Où est allé Bernard?

Pupil: Bernard est allé à l'école.

Teacher: Quand Bernard est-il allé à l'école?

Pupil: Il est allé à l'école ce matin.

Teacher: Qui est allé à l'école ce matin?

Pupil: Bernard est allé à l'école ce matin.

Now that the contents of the sentence itself have been explored, the instructor begins to ask questions based on the same vocabulary on situations familiar to the student:

Teacher: Etes-vous allé à l'école ce matin?

Pupil: Oui, monsieur, je suis allé à l'école ce matin.

Teacher: Où êtes-vous allé ce matin?

Pupil: Je suis allé à l'école ce matin.

Teacher: Avec qui êtes-vous allé à l'école?

Pupil: Je suis allé à l'école avec mon ami Georges.

The instructor now reads the second sentence, asks questions first on its content, then on situations involving the pupils but based on the vocabulary used in that second sentence, and so on, through the whole exercise.

This repetition, which may appear very monotonous to the teacher, is not likely to be so to the pupil who is straining to understand. To him, it is a welcome means of assimilating what he is learning, and of becoming familiar with the sounds of the language. This repetition is, then, an interesting and effective form of drill, drill in comprehension, drill in vocabulary learning, drill in grammar. It affords the learner ample opportunity to hear the words of the lesson in complete sentences several times and also gives him practice in using them himself. A part of the hour which might have been spent only in uninteresting translation can in this way be turned into a fairly lively conversation exercise. Connected paragraphs of reading material can, of course, be handled in the same way.

2. Variations of the General Method

Variants of the above described method look toward greater pupil participation:

1. The teacher reads a sentence, a pupil asks a question based on it, another pupil answers the question.
2. A pupil reads the sentences, the teacher asks the questions, the pupils answer them.
3. A pupil reads the sentences, asks the questions, the other pupils answer them.
4. A pupil reads the sentences, other pupils ask the questions, still others answer them.

In activities in which the pupils ask questions, time will be saved if the teacher, not the pupil, indicates who is to answer the question. While it is desirable to have much pupil participation, it is also important that the pupils have as much opportunity as possible to hear a good pronunciation of the sentences. For that reason, it is suggested that most often the teacher read the sentences and ask the questions.

3. Blackboard Dictation and the Isolated-Sentence

Dictation is a powerful weapon both in aural training and in grammar drill. Board dictation is especially effective, because the instructor can see at a glance to what extent the pupils are able to understand the sentence dictated and write it correctly. It is suggested, therefore, that the instructor send the entire class to the board and use the isolated-sentence as the point of departure for the dictation as follows:

1. The teacher dictates the first sentence: "Ce matin Bernard est allé à l'école." The pupils repeat the sentence in unison, then write it on the board. The teacher corrects errors in the sentences of several pupils, directs all pupils to correct errors, then asks them to write a question based on that sentence.
2. The teacher dictates a question derived from the first sentence: "Où est allé Bernard ce matin?" The pupils repeat, write, correct errors, then answer the question on the board.
3. The teacher dictates: "Ce matin Bernard est allé à l'école." The pupils repeat, write, correct errors. The teacher then directs them to rewrite the sentence in the present tense.

Possibilities of grammar drill in the language based on such exercises are great. Sentences may be rewritten with changes in verb tenses, changes in number of nouns, adjectives, and verbs, changes of nouns to pronouns, and so on.

4. The teacher dictates an isolated sentence from the lesson, then continues the dictation along more interesting lines of information. For instance, after dictating "Ce matin Bernard est allé à l'école," the instructor dictates the following series of sentences: "On va à l'école en France comme en Amérique. En France les écoles sont organisées d'autre façon. En France il y a des lycées. Les garçons et les jeunes filles ne vont pas au même lycée. Au lycée il y a plusieurs programmes."

At first, it will be difficult to get the pupils to write new material at dictation, but with a little practice they become proficient in it and welcome the variety. Care must be taken, however, to lead from one idea to another by sentences which contain enough familiar words and expressions so that the pupil is not faced with too many unknowns in the same sentence.

By using these aural and oral devices in handling the isolated-sentence exercise, the teacher may well find that however monotonous the repetition of the sentences seems to him, it can never be as monotonous as only translation into English. Inferior as the isolated-sentence exercise is to interesting connected material, it offers some opportunities for conversation, for drill, and for introducing more meaningful material in the foreign language.

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Formation of Italian Nouns from English Equivalents

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THE article on *English-German Vocabulary* by John Steinbugler in the December 1945 issue of the *Journal* has suggested to us to publish our tables which relate to the formation of Italian nouns from English equivalents. Due to the fact that English has borrowed greatly from Latin and that Latin is the basis of Italian, the number of these words is very large. The ability of the student to recognize such words will greatly enlarge his vocabulary with little effort on his part.

The tables presuppose that the teacher has already discussed with his class the Italian noun. The presentation of the Italian noun can be clearly conveyed to the pupils by writing on the blackboard a simple table. Thus:

		Singular	Plural
		<i>o</i>	<i>i</i>
THE NOUN	Masculine	<i>e</i>	<i>i</i>
		<i>a</i>	<i>i</i>
	Feminine	<i>a</i>	<i>e</i>
		<i>e</i>	<i>i</i>
		<i>i</i>	<i>i</i>

Masculine nouns

1. Masculine nouns ending in *o* in Italian are formed by the following groups of English nouns:

1. Nouns ending in *ry* in English which change to *rio* in Italian.

<i>accessory</i>	<i>accessorio</i>
<i>centenary</i>	<i>centenario</i>

Other examples

<i>mercury</i>	<i>mercurio</i>
<i>dignitary</i>	<i>dignitario</i>
<i>emissary</i>	<i>emissario</i>
<i>salary</i>	<i>salario</i>
<i>territory</i>	<i>territorio</i>
<i>promontory</i>	<i>promontorio</i>

2. Nouns ending in *ate*, *ite*, and *ute* in English which change to *ato*, *ito*, and *uto* respectively.

<i>appetite</i>	<i>appetito</i>
<i>brute</i>	<i>bruto</i>

Other examples:

<i>fate</i>	<i>fato</i>
<i>certificate</i>	<i>certificato</i>
<i>delegate</i>	<i>delegato</i>
<i>magistrate</i>	<i>magistrato</i>
<i>minute</i>	<i>minuto</i>

<i>prelate</i>	<i>prelato</i>
<i>state</i>	<i>stato</i>
<i>tribute</i>	<i>tributo</i>

3. Nouns ending in *ment* in English which change to *mento* in Italian.

<i>cement</i>	<i>cemento</i>
<i>nutriment</i>	<i>nutrimento</i>

Other examples:

<i>testament</i>	<i>testamento</i>
<i>comment</i>	<i>commento</i>
<i>compliment</i>	<i>complimento</i>
<i>presentiment</i>	<i>presentimento</i>
<i>sentiment</i>	<i>sentimento</i>
<i>torment</i>	<i>tormento</i>

4. Nouns ending in *cle*, *gle*, *ple*, and *tle* in English which change to *colo*, *golo*, *polo*, and *tolo* respectively in Italian.

<i>angle</i>	<i>angolo</i>
<i>article</i>	<i>articolo</i>

Other examples:

<i>title</i>	<i>titolo</i>
<i>scruple</i>	<i>scrupolo</i>
<i>oracle</i>	<i>oracolo</i>
<i>apostle</i>	<i>apostolo</i>
<i>pinnacle</i>	<i>pinnacolo</i>
<i>tabernacle</i>	<i>tabernacolo</i>

5. Nouns ending in *us*, *um* in English which change to *o* in Italian.

<i>bacillus</i>	<i>bacillo</i>
<i>fulcrum</i>	<i>fulcro</i>

Other examples:

<i>lotus</i>	<i>loto</i>
<i>circus</i>	<i>circo</i>
<i>decorum</i>	<i>decoro</i>
<i>museum</i>	<i>museo</i>
<i>sanatorium</i>	<i>sanatorio</i>

6. Nouns ending in *ess* and *ex* in English which change to *esso* in Italian; those ending in *yss* and *ix* in English which change to *isso* in Italian; and those ending in *ox* in English which change to *osso* in Italian.

<i>cypress</i>	<i>ci pressso</i>
<i>complex</i>	<i>complesso</i>
<i>abyss</i>	<i>abisso</i>
<i>suffix</i>	<i>suffisso</i>
<i>paradox</i>	<i>paradosso</i>

Other examples:

<i>prefix</i>	<i>prefisso</i>
<i>success</i>	<i>successso</i>
<i>recess</i>	<i>recesso</i>
<i>progress</i>	<i>progressso</i>

7. Nouns ending in *ogue* in English which change to *ogo* in Italian.

<i>catalogue</i>	<i>catalogo</i>
<i>prologue</i>	<i>prologo</i>

Other examples:

<i>decatalogue</i>	<i>decalogo</i>
<i>monologue</i>	<i>monologo</i>
<i>dialogue</i>	<i>dialogo</i>

8. Nouns ending in *ism* in English which change to *ismo* in Italian.

<i>barbarism</i>	<i>barbarismo</i>
<i>fatalism</i>	<i>fatalismo</i>

Other examples:

<i>Buddhism</i>	<i>buddismo</i>
<i>idealism</i>	<i>idealismo</i>
<i>mysticism</i>	<i>misticismo</i>
<i>realism</i>	<i>realismo</i>

9. Nouns ending in *ter, der* in English which change to *tro, dro* respectively in Italian.

<i>alabaster</i>	<i>alabastro</i>
<i>cylinder</i>	<i>cilindro</i>

Other examples:

<i>centimeter</i>	<i>centimetro</i>
<i>diameter</i>	<i>diametro</i>
<i>liter</i>	<i>litro</i>
<i>meter</i>	<i>metro</i>
<i>barometer</i>	<i>barometro</i>
<i>oleander</i>	<i>oleandro</i>

10. Nouns ending in *it* in English which change to *ito* in Italian.

<i>bandit</i>	<i>bandito</i>
<i>merit</i>	<i>merito</i>

Other examples:

<i>credit</i>	<i>credito</i>
<i>debit</i>	<i>debito</i>
<i>pulpit</i>	<i>pulpito</i>
<i>spirit</i>	<i>spirito</i>

11. Nouns ending in *ice* in English which change to *izio* in Italian.

<i>armistice</i>	<i>armistizio</i>
<i>service</i>	<i>servizio</i>

Other examples:

<i>artifice</i>	<i>artifizio</i>
<i>novice</i>	<i>novizio</i>
<i>sacrifice</i>	<i>sacrifizio</i>
<i>vice</i>	<i>vizio</i>

12. Nouns ending in *age* in English which change to *aggio* in Italian.

<i>hostage</i>	<i>ostaggio</i>
<i>message</i>	<i>messaggio</i>

Other examples:

<i>personage</i>	<i>personaggio</i>
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<i>page</i> (page boy)*	<i>paggio</i>
<i>sage</i>	<i>saggio</i>
<i>village</i>	<i>villaggio</i>

13. Nouns ending in *an*, *in* in English which change to *ano*, *ino* in Italian.

<i>assassin</i>	<i>assassino</i>
<i>guardian</i>	<i>guardiano</i>

Other examples:

<i>mandolin</i>	<i>mandolino</i>
<i>sultan</i>	<i>sultano</i>
<i>mandarin</i>	<i>mandarino</i>
<i>ocean</i>	<i>oceano</i>
<i>organ</i>	<i>organo</i>
<i>veteran</i>	<i>veterano</i>
<i>violin</i>	<i>violino</i>

2. Masculine nouns ending in *e* in Italian are formed by the following groups of English nouns

1. Nouns ending in *or* in English which change to *ore* in Italian.

<i>aggressor</i>	<i>aggressore</i>
<i>creator</i>	<i>creatore</i>

Other examples:

<i>motor</i>	<i>motore</i>
<i>agitator</i>	<i>agitatore</i>
<i>pallor</i>	<i>pallore</i>
<i>candor</i>	<i>candore</i>
<i>professor</i>	<i>professore</i>
<i>tenor</i>	<i>tenore</i>

2. Nouns ending in *ant*, *ent* in English which change to *ante*, *ente* in Italian.

<i>accident</i>	<i>accidente</i>
<i>disputant</i>	<i>disputante</i>

Other examples:

<i>agent</i>	<i>agente</i>
<i>adolescent</i>	<i>adolescente</i>
<i>orient</i>	<i>oriente</i>
<i>protestant</i>	<i>protestante</i>
<i>president</i>	<i>presidente</i>
<i>student</i>	<i>studente</i>

3. Nouns ending in *al* in English which change to *ale* in Italian.

<i>animal</i>	<i>animale</i>
<i>visual</i>	<i>visuale</i>

Other examples:

<i>quintal</i>	<i>quintale</i>
<i>cardinal</i>	<i>cardinale</i>
<i>mineral</i>	<i>minerale</i>
<i>pedal</i>	<i>pedale</i>
<i>numeral</i>	<i>numerale</i>
<i>total</i>	<i>totale</i>

* The word *page* (as of a book) is translated *pagina*.

4. Nouns ending in *oid* in English which change to *oide* in Italian.

<i>alkaloid</i>	<i>alcaloide</i>
<i>metalloid</i>	<i>metalloide</i>

Other examples:

<i>spheroid</i>	<i>sferoide</i>
<i>asteroid</i>	<i>asteroide</i>

3. Masculine nouns ending in *a* in Italian are formed by the following groups of English nouns:1. Nouns ending in *gram* in English which change to *gramma* in Italian.

<i>anagram</i>	<i>anagramma</i>
<i>program</i>	<i>programma</i>

Other examples:

<i>kilogram</i>	<i>chilogramma</i>
<i>telegram</i>	<i>telegramma</i>
<i>monogram</i>	<i>monogramma</i>
<i>marconigram</i>	<i>marconigramma</i>

2. Nouns ending in *ist* in English which change to *ista* in Italian.

<i>antagonist</i>	<i>antagonista</i>
<i>dentist</i>	<i>dentista</i>

Other examples:

<i>botanist</i>	<i>botarista</i>
<i>humanist</i>	<i>umanista</i>
<i>linguist</i>	<i>linguista</i>
<i>moralist</i>	<i>moralista</i>
<i>realist</i>	<i>realista</i>
<i>violinist</i>	<i>violinista</i>

3. Nouns ending in *em* in English which change to *ema* in Italian.

<i>diadem</i>	<i>diadema</i>
<i>poem</i>	<i>poema</i>

Other examples:

<i>system</i>	<i>sistema</i>
<i>theorem</i>	<i>teorema</i>
<i>emblem</i>	<i>emblema</i>

4. Nouns ending in *arch* in English which change to *arca* in Italian.

<i>monarch</i>	<i>monarca</i>
<i>oligarch</i>	<i>oligarca</i>

Other examples:

<i>patriarch</i>	<i>patriarca</i>
<i>Petrarch</i>	<i>Petrarca</i>

5. Nouns ending in *cide* in English which change to *cida* in Italian.

<i>suicide</i>	<i>suicida</i>
<i>homicide</i>	<i>omicida</i>

Other examples:

<i>matricide</i>	<i>matricida</i>
<i>fratricide</i>	<i>fratricida</i>
<i>patricide</i>	<i>patricida</i>

Feminine Nouns

1. Feminine nouns ending in *a* in Italian are formed by the following groups of English nouns:

1. Nouns ending in *ty* in English which change to *tà* in Italian.

<i>ability</i>	<i>abilità</i>
<i>brevity</i>	<i>brevità</i>

Other examples:

<i>agility</i>	<i>agilità</i>
<i>curiosity</i>	<i>curiosità</i>
<i>cordiality</i>	<i>cordialità</i>
<i>density</i>	<i>densità</i>
<i>immortality</i>	<i>immortalità</i>
<i>antiquity</i>	<i>antichità</i>
<i>society</i>	<i>società</i>

2. Nouns ending in *ance*, *ancy* in English which change to *anza* in Italian; those ending in *ence*, *ency* in English which change to *enza* in Italian.

<i>adolescence</i>	<i>adolescenza</i>
<i>sufficiency</i>	<i>sufficienza</i>
<i>distance</i>	<i>distanza</i>
<i>discrepancy</i>	<i>discrepanza</i>

Other examples:

<i>benevolence</i>	<i>benevolenza</i>
<i>imminence</i>	<i>imminenza</i>
<i>violence</i>	<i>violenza</i>
<i>difference</i>	<i>differenza</i>
<i>tendency</i>	<i>tendenza</i>
<i>ignorance</i>	<i>ignoranza</i>
<i>incompetence</i>	<i>incompetenza</i>
<i>science</i>	<i>scienza</i>
<i>preference</i>	<i>preferenza</i>

3. Nouns ending in *my*, *ny*, *phy*, *thy* in English which change to *mia*, *nia*, *fia*, *tia* respectively in Italian.

<i>anatomy</i>	<i>anatomia</i>
<i>colony</i>	<i>colonia</i>

Other examples:

<i>telepathy</i>	<i>telepatia</i>
<i>euphony</i>	<i>eufonia</i>
<i>apathy</i>	<i>apatia</i>
<i>bibliography</i>	<i>bibliografia</i>
<i>astronomy</i>	<i>astronomia</i>
<i>irony</i>	<i>ironia</i>
<i>orthography</i>	<i>ortografia</i>
<i>monogamy</i>	<i>monogamia</i>
<i>antipathy</i>	<i>antipatia</i>

4. Nouns ending in *ure* in English which change to *ura* in Italian.

<i>adventure</i>	<i>avventura</i>
<i>culture</i>	<i>cultura</i>

Other examples:

<i>agriculture</i>	<i>agricoltura</i>
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<i>caricature</i>	<i>caricatura</i>
<i>cure</i>	<i>cura</i>
<i>fracture</i>	<i>frattura</i>
<i>torture</i>	<i>tortura</i>
<i>structure</i>	<i>struttura</i>

5. Nouns ending in *ogy* in English which change to *ogia* in Italian.

<i>anthropology</i>	<i>antropologia</i>
<i>pathology</i>	<i>patologia</i>

Other examples:

<i>biology</i>	<i>biologia</i>
<i>geology</i>	<i>geologia</i>
<i>philology</i>	<i>filologia</i>
<i>sociology</i>	<i>sociologia</i>
<i>theology</i>	<i>teologia</i>

6. Nouns ending in *cy* in English which change to *zia* in Italian.

<i>autocracy</i>	<i>autocrazia</i>
<i>diplomacy</i>	<i>diplomazia</i>

Other examples:

<i>theocracy</i>	<i>teocrazia</i>
<i>supremacy</i>	<i>supremazia</i>

7. Nouns ending in *ine* in English which change to *ina* in Italian.

<i>benzine</i>	<i>benzina</i>
<i>caffeine</i>	<i>caffèina</i>

Other examples:

<i>morphine</i>	<i>morfina</i>
<i>cocaine</i>	<i>cocaina</i>
<i>nicotine</i>	<i>nicotina</i>
<i>machine</i>	<i>macchina</i>

8. Nouns ending in *ade* in English which change to *ata* in Italian.

<i>brigade</i>	<i>brigata</i>
<i>parade</i>	<i>parata</i>

Other examples:

<i>arcade</i>	<i>arcata</i>
<i>serenade</i>	<i>serenata</i>

9. Nouns ending in *ic, ics* in English which change to *ica* in Italian.

<i>ethics</i>	<i>etica</i>
<i>logic</i>	<i>logica</i>

Other examples:

<i>arithmetic</i>	<i>aritmetica</i>
<i>dialectics</i>	<i>dialettica</i>
<i>phonetics</i>	<i>fonetica</i>

2. Feminine nouns ending in *e* are formed by the following groups of English nouns:

1. Nouns ending in *ion* in English which change to *ione* in Italian; those ending in *tion* in English which change to *zione* in Italian.

<i>depression</i>	<i>depressione</i>
<i>abolition</i>	<i>abolizione</i>

Other examples:

<i>abbreviation</i>	<i>abbreviazione</i>
<i>contamination</i>	<i>contaminazione</i>
<i>effusion</i>	<i>effusione</i>
<i>discussion</i>	<i>discussione</i>
<i>proportion</i>	<i>proporzione</i>
<i>inclination</i>	<i>inclinazione</i>
<i>violation</i>	<i>violazione</i>

2. Nouns ending in *ude* in English which change to *udine* in Italian.

<i>altitude</i>	<i>altitudine</i>
<i>longitude</i>	<i>longitudine</i>

Other examples:

<i>solitude</i>	<i>solitudine</i>
<i>aptitude</i>	<i>attitudine</i>
<i>beatitude</i>	<i>beatitudine</i>
<i>ingratitude</i>	<i>ingritudine</i>
<i>vicissitude</i>	<i>vicissitudine</i>

3. Nouns ending in *itis* in English which change to *ite* in Italian.

<i>appendicitis</i>	<i>appendicite</i>
<i>tonsillitis</i>	<i>tonsillite</i>

Other examples:

<i>bronchitis</i>	<i>bronchite</i>
<i>neuritis</i>	<i>neurite</i>

3. Feminine nouns ending in *i* are formed by the following English nouns:

1. Nouns ending in *lis*, *sis* in English which change to *li*, *si* in Italian.

<i>analysis</i>	<i>analisi</i>
<i>acropolis</i>	<i>acropoli</i>

Other examples:

<i>antithesis</i>	<i>antitesi</i>
<i>diagnosis</i>	<i>diagnosi</i>
<i>oasis</i>	<i>oasi</i>

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

• Notes and News •

ENGLISH IN THE DOMINICAN REPUBLIC

The following item is reprinted from News and Features, the publication of the Office of Inter-American Affairs, Washington, D. C. We are bringing it to the attention of our readers and teachers of foreign languages because we feel that they might be interested to learn about the status of our language and the aims and objectives as set forth by the Secretariat of Education of a non-English speaking country.

In cooperation with the Inter-American Educational Foundation the Dominican government has installed a service to widen educational opportunities in the republic and thus contribute to a general drive for higher living standards. The new service will work within the Dominican Secretariat of Education and Fine Arts. It is headed by George J. Greco, formerly supervisor of the Educational Foundation's English teaching project in the Dominican Republic.

Mr. Greco's English teaching program was spurred by the President of the Dominican Republic in 1943 who approved a plan to extend the compulsory study of English in the public schools from a five to eight year period. The government published the Greco plan as a book. It outlines objectives and techniques of English teaching and serves as a guide for education officials, directors and English teachers in the Republic. Two Ordinances sent out from the Secretariat of Education, indicating that English study was to be compulsory from the fifth year of elementary school through normal school, made the Greco' program a part of the National Educational Law.

The English teaching program will continue under the direction of Miss Virginia Geiger. Since it began, the number of students studying English in schools of the Republic has grown from 19,000 in 1943-44 to 27,000 in 1945. With substantial increases in general school enrollments this year, Mr. Greco estimates that 30,000 pupils are now studying English.

The school program was supplemented by English courses on the radio, a complete series of 72 lessons, which has been repeated again and again upon popular request. Supplementary lessons were published in local newspapers as aids to radio instruction.

Night classes were begun with the idea of providing a discussion group for teachers, but the demand for classes became so great that a formal registration night had to be held, at which 750 pupils enrolled. Diplomas were issued using the name "American School of English Extension Courses." The students represented a wide range of occupations and it was not unusual to see a cart driver let his oxen wander while he devoted his attention to his English lessons.

Other projects initiated by Mr. Greco prior to his new appointment were an English *News Letter*, a professional journal for English teachers; an English Library for the use of teachers, and summer institutes for teachers of English. These had a wide appeal.

Mr. Greco was born in Nesquehoning, in eastern Pennsylvania. He received a bachelor's degree in education at Mount St. Mary's College in Emmitsburg, Maryland, and continued his studies at Teachers College, Columbia University, which conferred on him the master's degree.

• Announcements •

A.A.T.F. INFORMATION BUREAU

AMERICAN STUDENTS' CORRESPONDENCE WITH FRANCE

Beginning October 1, students' correspondence with France will be handled through the A.A.T.F. Information Bureau. Mrs. Sylvia Berger, who took care of the correspondence for the Metropolitan Chapter until this year, is now on leave of absence. The Bureau seems to be the logical place to continue her fine work.

We were fortunate to enlist the help of Miss Henriette Wagner, who will be in charge of the "correspondance scolaire."

We are ready to function and to give you this additional service. To secure French correspondents for your students, send for order blank and we will do the rest. There is a charge of 10 cents per name furnished to cover cost.

REVISED LISTS AVAILABLE

We have revised our Bureau list of 68 items. The price of two of these has been reduced: F-Mail having discontinued publication, the left-over numbers are now available at 10 cents per copy; the lessons for conversation on events in France (1942-1943) are now 3 cents a lesson or 15 cents for a complete set of six lessons (35 pages of text and exercises). Some items are out of print, such as Senior Scholastic (special number on France 1945).

The American Sources of Realia for French Classes has been revised by Professor Minnie M. Miller of Kansas State Teachers College.

Both of these revised lists are available at the Bureau on demand.

1946 PICTURE CALENDARS OF FRANCE

We have available for immediate distribution a limited number of the fine pictorial calendars which the American Relief for France (now American Aid to France) had especially prepared for Christmas last year. These used to sell for \$2. While they last, we have been permitted to dispose of these at 15 cents apiece or 8 for \$1. There are more than 50 fine photographs of scenes of France in each calendar. This is an opportunity to have each of your students own one.

These are the same calendars that were given to French teachers who entered students in the A.A.T.F. National Contest this Spring.

BUREAU MAPS OF FRANCE NOW READY

(Item 63)

The twelve Bureau maps announced in our May-June *Bulletin* are now ready. We had to give up as impractical the idea of a map showing "littérateurs," "artistes," and "hommes de science." Instead we are planning to issue lists giving the names and main works of these individuals.

The twelve maps available are:

1. Villes principales, cours d'eau
2. Anciennes provinces
3. Départements
4. Agriculture
5. Industrie

6. Chemins de fer
7. Monuments
8. Villes historiques et artistiques
9. Villes d'eau, plages, tourisme
10. France, carte muette (without legend)
11. Paris
12. La langue française dans le monde

The maps are note book size (8½" by 11") and cost one cent apiece.

Address: Professor Daniel F. Girard, A.A.T.F. Information Bureau,
Teachers College, Columbia University, New York 27, N. Y.

A.F. FILMS (LES ACTUALITÉS FRANÇAISES)

A. F. Films Inc., a été organisé en Février dernier et est à New York la succursale de la maison "Les Actualités Françaises" de Paris. Nous avons actuellement quelques films français de courte durée et nous avons complété la deuxième série. Ces nouveaux films ont été tournés au cour de l'année passée en France et nous pouvons vous les fournir en Anglais ou en Français en 16 mm. sonore.

RENFLOUEMENTS

Vous présente le travail précis et délicat qui doit être effectué sous l'eau pour renflouer les bateaux coulés de la marine marchande française. Une bobine-Location \$1.50.

OPPRESSION

Une histoire sur la vie d'un français moyen durant l'occupation Allemande. Une bobine-Location \$1.50

L'ASSAULT DES AIGUILLES DU DIABLE

L'escalade des fameuses aiguilles du Diable dans les Alpes. Deux bobines-Location \$3.

ERMITES DU CIEL

Les conditions de vie des hommes de sciences et des astronomes vivant à l'observatoire le plus élevé des Pyrénées. On peut voir ces hommes dans leur travail, leurs moments de repos et à l'étude pendant 12 heures d'isolation complète. Une bobine-Location \$1.50.

Veuillez vous adresser à: Rosalind Kossoff, Director of A. F. Films, Inc.,
1600 Broadway, New York 19, N. Y.

ATTENTION—TEACHERS OF SPANISH

A NEW MANUAL OF SPANISH INSTRUCTION

Spanish Instruction—Monograph #2—has been prepared by Esther Eaton, Chairman, Dept. Modern Languages and María T. Babin and Marian Templeton, Teachers of Spanish, of the Garden City High School, Garden City, N. Y.

This monograph, published in June 1946, is similar in form and content to the department's *French Instruction*—Monograph #1—published in 1943.

Spanish Instruction presents in somewhat detailed form the curriculum, the methods, techniques and texts used in the teaching of Spanish in the school. It outlines a program covering a 6-year sequential study as well as a 2-3- or 4 year sequence.

Copies are now available for 35 cents from the Spanish Dept., Teachers College, Columbia University, New York 27, N. Y. The French monograph is also still available at the same price and address as above.

SUMMER FIELD COURSE IN CENTRAL AND SOUTH AMERICA

Prof. José Sánchez, Northwestern University, will conduct a field course in Spanish, for majors and teachers, during the summer of 1947. The tour will fly to Mexico and cover all Central America, Colombia, Ecuador, Venezuela, Puerto Rico, Jamaica, Santo Domingo, Cuba and return. Plans are to return by boat from the northern coast of South America if ships are available by next summer. Course begins middle of June and ends in Chicago, Aug. 30. Eleven weeks; Four or six weeks at Bogotá. Course sponsored by the Universidad Nacional de Colombia and credits transferred to your school.

Prof. Sánchez has just returned from a similar trip with a group of students and has made arrangements for next year.

It will be a conducted trip. Prof. Sánchez has just been appointed visiting professor at the University of Colombia (Bogotá).

INTER-AMERICAN SUMMER UNIVERSITY OF COSTA RICA

The Inter-American Summer University of Costa Rica was established by Presidential decree in August, 1940. War prevented a second session until 1946. Courses were offered in phonetics, composition and conversation. Dr. Nora B. Thompson organized the group of North American teachers of Spanish who attended. Anyone planning to attend the 1947 session and wishing detailed information before the 1947 catalogue is issued, may address Dr. Nora B. Thompson, 116 Argyle Road, Ardmore, Pa. until April 1, 1947. A large self-addressed, stamped envelope should be enclosed with the letter asking specific questions.

SUMMER SESSION AT UNIVERSITY OF GUATEMALA

The Universidad de San Carlos de Guatemala will hold a Summer Session for North Americans in 1947. For information concerning cost, courses, etc., write to Dr. Nora B. Thompson, 116 Argyle Road, Ardmore, Pa.

BROTHERHOOD WEEK, FEBRUARY 16-23, 1947

The National Conference of Christians and Jews announces the 14th annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood—Pattern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature, and visual aids are available.

INTERNATIONAL STUDENTS SOCIETY

The International Students Society is an international organization for promoting friendship among the young people of the different countries by means of friendly correspondence. Your school is invited to send the names and addresses of all its pupils between 12 and 28 years of age who desire foreign correspondents. Letters may be written in French, Spanish, English, Portuguese, Chinese, Italian, German, or the native language of your students. Address all inquiries to Dr. N. H. Crowell, President, International Students Society, Hillsboro, Oregon.

Personalialia¹

IN MEMORIAM

HORATIO SMITH

1886-1946

Horatio Smith died in New York on September 9 after a few weeks' illness; the news of his death leaves our whole profession with a sense of irreparable loss.

His administrative gift had benefitted many organizations: *Le Foyer du Soldat*, with which he served in the first World War, the College Entrance Examination Board, the Institute of International Education, the Modern Language Association, the University of Caen whose devastated library he worked so hard to rebuild, the institutions—Amherst (1919-1926), Brown (1926-1936) and Columbia—where he occupied departmental chairmanships. His skill as an editor is attested by his distinguished modern Student's Library French Series, by the *Romanic Review* which he directed for a decade, and by the monumental, forthcoming *Columbia Dictionary of Modern Foreign Literature*. And he was also a scholar, graduated with distinction by Amherst in 1908 and trained at the Johns Hopkins by the great generation of teachers who were Marden, Elliott and Armstrong. His learned articles are models of meticulous study and balanced judgment; his *Masters of French Literature* contains the distillation of twenty years of discriminating critical thought. That he did not live to write the *Sainte-Beuve* which he had been even longer preparing deprives us, probably, of an even richer book.

Above and beyond all else he was a great teacher of humane letters. He used the French language as the keenest of intellectual instruments and regarded French literature as an inexhaustible reservoir of civilization. He loved France and interpreted the best of France to his classes. Hundreds of Yale, Amherst, Brown and Columbia men and women owe their devotion to France to him. France honored him with the degrees of Doctor honoris causa from the Universities of Grenoble and Paris, and made him a Chevalier de la Légion d'Honneur. His former students and all his friends honor France for having done so.

Now that his friends are free to say of him the things his modesty forbade during his lifetime, all eulogy of Horatio Smith as a man, as the richly wise, intensely human being whom all admired and many loved, seems pitifully inadequate.

• • •
W.M.F.

UNIVERSITY OF ALABAMA, UNIVERSITY, ALABAMA

Promotions:

Marshall E. Nunn—from Associate Professor to Professor of Spanish.

C. Beaumont Wicks—from Assistant Professor to Associate Professor of Romance Languages.

Return from leave:

C. Beaumont Wicks, Associate Professor of Romance Languages.

Wade H. Coleman, Associate Professor of Romance Languages—will return at beginning of Winter Quarter, January, 1947.

Resignation:

Paul Spurlin, Professor of French—to accept a similar position at the University of Michigan.

¹ These items include all those received up to October 10, 1946.

Appointments:

Carl Schoggins, Acting Assistant Professor of Spanish. Returning after absence of some years. Formerly held rank of Instructor.

Miss Alberta Grant, Instructor of French.

ALLEGHENY COLLEGE, MEADVILLE, PENNSYLVANIA

Promotion:

Miss Alice Kemp—to Associate Professor of Spanish.

Return from leave:

Robert Crispin—from military service—Assistant Professor teaching German and Spanish.

ANTIOCH COLLEGE, YELLOW SPRINGS, OHIO

Promotion:

Mrs. Esther Corey—to Assistant Professor of Foreign Languages.

UNIVERSITY OF ARIZONA, TUCSON, ARIZONA

DEPARTMENT OF FRENCH

Appointments:

Mrs. Katherine Ford Fiorone, Instructor in French.

Robert T. Fox, Instructor in French.

DEPARTMENT OF SPANISH

Promotion:

Dr. John Brooks—to Head of Department.

Appointments:

Mrs. Fern Tainter, Assistant in Spanish. As of 1945-46.

Raul Castro, Assistant in Spanish. As of 1945-46.

Albert William Bork, Assistant Professor of Spanish.

Jean Ogilbee, Instructor in Spanish.

Guy Smith, Instructor in Spanish.

Vicente Acosta, Fellow in Spanish.

Death:

Dr. John D. Fitz-Gerald, Professor of Spanish. A tribute to the memory of this distinguished Hispanist appears in the October 1946 issue of the *Journal*.

BAYLOR UNIVERSITY, WACO, TEXAS

DEPARTMENT OF MODERN LANGUAGES

Appointments:

Wilhelm Holmes, Assistant Professor of German.

Carl Ripperdan, Assistant Professor of French.

John Garner, Instructor in French.

Lois Sutton, Instructor in French.

Lino Bartoli, Instructor in Italian.

Sudie Pearl Muirhead, Instructor in Portuguese.

Thomas Walker, Instructor in Spanish.

Portuguese and Italian were added to the Language offerings this past year.

BOWLING GREEN STATE UNIVERSITY, BOWLING GREEN, OHIO

Resignation:

Dr. Edith Weiss, Assistant Professor of German—to Marshall College.

Appointments:

- Virgil Warren, Assistant Professor of Spanish. January, 1946.
 Dr. Sima, Assistant Professor of German.
 A. B. Baynard, Assistant Professor of French. From Capitol University.
 James Baltz, Instructor in French and Spanish.

UNIVERSITY OF BUFFALO, BUFFALO, NEW YORK

Leave of Absence:

- Seaver R. Gilcrest, Head of Department of Romance Languages—Continued on leave for first semester as cultural attaché in Porto Allegre, Brazil.
 Juliette D. Whyte (French).

Appointments:

- Naomi S. Chambers, Instructor in Spanish.
 Suzanne Gory, Instructor in French.
 Jacqueline Lesieur, Instructor in French.
 Fernand Alvarez, Instructor in Spanish.
 Helen W. Burrell, Instructor in Spanish.
 Hanna Lange, Instructor in German.
 Leeta McWilliams, Instructor in German.

UNIVERSITY OF CALIFORNIA, BERKELEY, CALIFORNIA

DEPARTMENT OF FRENCH

Leave of Absence:

- Professor Haakon Chevalier—continued on leave for first half of year. Worked with War Crimes' Commission during past year.
 Professor Mathurin Dondo—second half of year.
 Mlle. J. de La Harpe—whole year—Sabbatical leave to be spent in Europe.
 Professor Alfred Solomon—first half of year.

Return from leave:

- Professor Walpole—after Sabbatical year spent in England and France.

DEPARTMENT OF SPANISH AND PORTUGUESE

Leave of absence:

- Professor C. E. Kany—on Sabbatical leave, most of which was spent in Buenos Aires. (1945-46).

Promotions:

- Lesley Simpson—from Associate Professor to Professor.
 Yakov Malkiel—from Instructor to Assistant Professor.

Appointments:

- Professor Angel del Rio of Columbia University—to teach in first Summer Session of 1946.
 Mario Camarinha da Silva, Instructor in Portuguese.
 G. Arnold Chapman, Instructor in Spanish.
 José F. Montesinos, Lecturer in Spanish.

Death:

- Professor Rudolph Schevill (February 17, 1946). A memorial to Professor Schevill's memory is being prepared and will be published in a later issue of the *Journal*.

UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA

DEPARTMENT OF GERMAN

Promotions:

Frank H. Reinsch—to Professor of German.

Wayland D. Handt—to Associate Professor of German and Head of Department.

Leave of Absence:

Erik Wahlgren, Assistant Professor of German—Sabbatical leave to be spent in Sweden studying runology.

Appointments—all Lecturers in German.

Hugo Gabriel.

William W. Melnitz.

Edith A. Schulz.

Eli Sobel.

CARNEGIE INSTITUTE OF TECHNOLOGY, PITTSBURGH, PA.

DEPARTMENT OF MODERN LANGUAGES

Leave of absence:

Harold E. Stearns, Assistant Professor of Modern Languages—continued on leave with armed forces in Europe.

Appointment:

William W. Langebartel, Instructor in Modern Languages—to teach German and Russian.

UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO

Appointments

George Védier, Associate Professor of Romance Languages. From the University of Wyoming.

Mrs. George Védier—to teach in laboratory courses in Romance Languages.

COE COLLEGE, CEDAR RAPIDS, IOWA

Promotion:

Donald A. McKenzie—to Associate Professor of German and Latin. Is Acting Head, Department of Foreign Languages.

Dr. Betty Eilertsen, Instructor in French, spent summer in France under the auspices of the *Direction Générale des Relations Culturelles*.

COLGATE UNIVERSITY, HAMILTON, NEW YORK

DEPARTMENT OF ROMANCE LANGUAGES

Promotions:

Charles A. Choquette, from Associate Professor to Professor of Romanic Languages.

Wm. J. Everts, from Associate Professor to Professor of Romance Languages.

Leave of absence:

R. F. Smith, Assistant Professor of Romance Languages—to do graduate work at Syracuse University.

Appointments:

Jorge Manuel Chavarri, Associate Professor of Romance Languages.

George Rosen, Assistant Professor of Romance Languages.

James F. Dickinson, Instructor of Romance Languages.

Martin Nozick, Instructor of Romance Languages.

COLORADO COLLEGE, COLORADO SPRINGS, COLORADO

Resignation:

Frank M. Chambers, Assistant Professor of Romance Languages. To accept a position at Northwestern University.

Appointment:

William H. Roberts, Instructor in Romance Languages. From service with Navy, much time of which was spent as an officer on duty in various posts in Latin America.

STATE UNIVERSITY OF IOWA, IOWA CITY, IOWA

DEPARTMENT OF ROMANCE LANGUAGES

Resignation:

R. W. Taylor (Spanish)—to go to the University of Texas.

Appointments:

Alexandre Aspel (French) Visiting Professor—from the Ecole nationale des langues orientales vivantes.

E. W. Ringo (Spanish), Visiting Professor—from the University of Illinois.

D. T. Sisto, Instructor in Spanish—from Orange High School, Orange, Texas.

Assistants in French:

Shirley Ashman, University of Maine.

Beatrice Brewer, Miami University.

Mary McGill, Queens College.

Patty Miller, University of Iowa.

Jane Stevens, University of Washington.

Assistants in Spanish:

Patricia Deitz, Dickinson College.

Ray Ann Genest, Southern Louisiana Institute.

Eileen Hellerud, St. Olaf's College.

Julian R. Hoffman, University of Iowa.

Jean E. Newland, University of Iowa.

George O. Schanzer, University of Missouri.

R. C. Sittler, University of Iowa.

Miriam Turrentine, Texas Technological Institute.

The following assistants have resigned:

Dorothy Blakely—to return to Louisiana.

Mary C. Stewart—married.

DEPARTMENT OF GERMAN

Promotion:

Fred L. Fehling, from Associate in German to Assistant Professor of German.

Appointment:

Gerta B. Barrett, Instructor in German.

UNIVERSITY OF KANSAS, LAWRENCE, KANSAS

DEPARTMENT OF ROMANCE LANGUAGES

Retirement:

Calvert J. Winter, Associate Professor of Spanish.

Promotions:

Mattie E. Crumrine, from Instructor to Assistant Professor of French.
Marilyn O'Meara, from Assistant Instructor to Instructor of French.
Connie Herrera, from Assistant Instructor to Instructor of Spanish.
Richard Strawn, from Assistant Instructor to Instructor of French.

Appointments:

Agnes M. Brady, Assistant Professor of Spanish.
Daniel G. Samuels, Assistant Professor of Spanish. From the University of Oregon.
J. Chalmers Herman, Instructor in Spanish. From Tulane University.
John Baca, Assistant Instructor in Spanish.
Mary Lewis, Assistant Instructor in Spanish.
Francis A. Morrill, Assistant Instructor in French.
Nancy Cook, Assistant in Spanish.

KNOX COLLEGE, GALESBURG, ILLINOIS

DEPARTMENT OF MODERN LANGUAGES

Retirement:

Florence E. Williard, Associate Professor of French. June, 1946.

Appointments:

Miriam Wilson, Associate Professor of French.
Mrs. Helen R. Arnold, Instructor in French.
Sheila Kragness, Instructor in Modern Languages.

MARQUETTE UNIVERSITY, MILWAUKEE, WISCONSIN

DEPARTMENT OF MODERN LANGUAGES

Leave of absence:

Charles L. Scanlon, Assistant Professor of French and Spanish.

Promotion:

Eugene H. Mueller, from Instructor to Assistant Professor of Modern Languages.

Appointments:

Anne Panieri, Instructor in French and Spanish.
Edmund S. Urbanski, Instructor in Spanish.
Clarence R. Wilkinson, Instructor in French and Spanish.

MERCER UNIVERSITY, MACON, GEORGIA

DEPARTMENT OF MODERN LANGUAGES

Resignation:

Dr. Nancy Stewart.

Appointments:

W. P. Smith, Professor of Modern Foreign Languages.
Robert Dupouey, Professor of Modern Foreign Languages.
Jo Ellen Cureton, Instructor.

MIAMI UNIVERSITY, OXFORD, OHIO

Appointments:

Charles W. Bangert, Instructor in German. From Quincy High School, Quincy, Illinois.
Samuel Benchimol, Exchange Student from Brazil to teach Portuguese.

UNIVERSITY OF MIAMI, CORAL GABLES, FLORIDA

DEPARTMENT OF ROMANCE LANGUAGES

Resignation:

Donald Q. Fogelquist, Assistant Professor of Spanish and Portuguese. On leave during 1945-46 in the Cultural Institute, Asunción, Paraguay.

Leave of absence

Robert A. Whitehouse, Associate Professor of Romance Languages—to teach at University of Popayán, Colombia.

Appointments:

José Balseiro, Professor of Spanish.

Berthold C. Friedl, Associate Professor of Romance Languages and Russian.

Robert D. Rafferty, Assistant Professor of Spanish.

Reuben Y. Ellison, Assistant Professor of French and Spanish.

Henry Y. Wilson, Instructor in Spanish.

Laura Topham, Instructor in French.

Gloria de la Vega, Assistant in Spanish.

UNIVERSITY OF MISSISSIPPI, UNIVERSITY, MISSISSIPPI

DEPARTMENT OF MODERN LANGUAGES

Appointments:

Benjamin I. Harrison, Associate Professor of Modern Languages.

Charles W. Coleman, Associate Professor of Modern Languages. From the University of Illinois.

Death:

Calvin Smith Brown—September 10, 1945. Dr. Brown, who also achieved standing in the field of archeology and botany, had retired on August 31, 1945 after forty years at the University of Mississippi.

MORNINGSIDE COLLEGE, SIOUX CITY, IOWA

DEPARTMENT OF ROMANCE LANGUAGES

Retirement:

Henry Kanthlener, Professor and Head of the Department of Romance Languages.

Promotion:

Alfred B. Gaarder—to Head of Department of Romance Languages.

UNIVERSITY OF NEVADA, RENO, NEVADA

DEPARTMENT OF FOREIGN LANGUAGES

Leave of absence:

Lawton B. Kline—continued on leave for advanced study in Spanish.

Return from leave: (as of September, 1945)

F. C. Murgotten, Professor of Foreign Languages. Leave granted for illness.

J. R. Gottardi, Associate Professor of Foreign Languages. From a year spent in study at the University of California.

Resignation:

Andrew Morby, Teaching Assistant for 1945-46. To accept a position in the Reno High School.

COLLEGE OF THE CITY OF NEW YORK, NEW YORK, N. Y.

DEPARTMENT OF ROMANCE LANGUAGES

Leave of absence:

Professor Alfred Iacuzzi—Sabbatical leave for research work.

Promotion:

Louis F. Sas—to Assistant Professor of Romance Languages.

Appointments:

To the Tutorship:

Francis X. Millet

Cosme Orraca.

Pio Sorvillo.

Edelira Quiroz.

As Fellow:

Lorrie Fabbicante.

Resignation:

Dr. Seymour Travers.

Death:

Professor Louis V. Dedeck-Héry. December 27, 1945. Born August 25, 1883 in Prague; B.A. at the Gymnasium in Prague, 1902; M.A. at the University of Prague, 1908; Diploma at the University of Paris, 1922; Ph.D. at the University of Pennsylvania, 1925. A fine linguist, he taught at the Prague Gymnasium until 1914, and in the United States he taught Latin, Greek, French, and German. He began teaching at City College in 1931 with the rank of Instructor and was made Assistant Professor in 1941. He was a fine scholar of Old French and prepared a very fine and exhaustive manuscript during seventeen years of labor of *La Consolation* of Jean de Meun. He died before it was published. It is his outstanding work. He published also the *Life of St. Alexis* (New York, 1931) and was the author of several articles. He was a fine scholar, an excellent teacher and a thorough and charming gentleman, thoroughly liked and highly respected by his colleagues.

UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA

DEPARTMENT OF MODERN LANGUAGES

Promotion:

Professor Fritz Frauchiger—to Chairman of Department of Modern Languages (1945).

Leave of absence:

Mrs. Della B. Owl, Assistant Professor of French—for rest.

Resignation:

J. M. Hernandez, Professor of Spanish. (May, 1946).

Appointments:

George L. Trager, Professor of Linguistics.

Willis H. Bowen, Assistant Professor of French.

Lowell Dunham, Assistant Professor of Spanish.

Frederick D. Eddy, Assistant Professor of French and Editorial Assistant, *Books Abroad*.

Frank R. Thompson, Assistant Professor of Spanish.

Gerhard Wiens, Assistant Professor of German and Russian.

Shirley Ann Fite, Instructor in Spanish.

Peggy Lee Morris, Instructor in Spanish.

W. H. Paxson, Instructor in French.

Donald Peters, Instructor in French and Spanish.

POMONA COLLEGE, CLAREMONT, CALIFORNIA

DEPARTMENT OF LANGUAGES (1945-46)

Promotions:

Margaret Huston—from Associate Professor to Professor of Spanish.

Emilie E. Wagner—from Assistant Professor to Associate Professor of German.

Resignations:

Olga Brenes, Instructor in Spanish.

Ch'ang-p'ei Lo, Visiting Professor of Chinese.

Leave of absence:

Helen Marburg, Associate Professor of Romance Languages (1946-47).

Appointment:

Marie-Thérèse Grandjean, Instructor in French (1946-47).

Death:

Maro Bath Jones, Professor of French Literature. May 30, 1945.

"Mr. Maro Bath Jones came to Pomona College in 1911 from Western Reserve University. Since that time, Professor Jones served Pomona College continuously until his retirement in 1940 as a teacher and Chairman of the Department of Romance Languages.

As a teacher Mr. Jones was a sympathetic and inspiring guide for the large number of students who came under his instruction during the days when modern languages were required for graduation. He was especially gifted in directing the work of advanced students and inspired many of the group to take up the teaching of languages as a profession.

As a linguist he was without a peer on the Pacific Coast and ranked high in that small group of efficient philologists in America. He was both naturally and professionally a lover of languages.

As a publisher, the reprints and textbooks in our Pomoniana collection bear witness. In his late years he published a delightful translation of *Anglore*, a poem of the Provençal poet Mistral. In 1941 he turned his attention to the Slavic languages and brought out the *Inclusive and Uniform Alphabet for Russian, Bulgarian, Serb-Croatian, Czech and Polish*. In 1942 he translated and edited from the Russian, Pushkin's *Vistrel*. At the time of his death he had ready for publication a Russian Grammar."—(Quoted from the Minutes of the Pomona College Faculty Meeting for June, 1945.)

UNIVERSITY OF RICHMOND, RICHMOND, VIRGINIA

DEPARTMENT OF MODERN LANGUAGES

1945-46:

Return from leave:

Thomas E. Lavender, Associate Professor (from service, Feb., 1946).

Leave of absence:

Margaret T. Rudd.

Appointments:

Mary B. MacDonald, Associate Professor.

Gloria Vicedomini, Instructor.

1946-47:

Appointments:

Clarence J. Gray, Associate Professor and Dean of Students.

Frank G. Halstead, Assistant Professor.

James E. Witherell, Assistant Professor.

Hensley C. Woodbridge, Instructor.

RUTGERS UNIVERSITY, NEW BRUNSWICK, NEW JERSEY

DEPARTMENT OF ROMANCE LANGUAGES

Promotion:

Richard L. Predmore—to Associate Professor. Dr. Predmore was on leave from July 1, 1945 to June 30, 1946 to teach at Duke University.

Return from leave:

Richard L. Predmore—as noted above.

Clarence E. Turner, Assistant Professor of Romance Languages—from military service. 1941–46.

Appointments:

R. Wallace Elliott, Jr., Assistant Professor of Romance Languages.

Richard W. Ross, Assistant Professor of Romance Languages.

Malcolm J. Gray, Instructor of Romance Languages.

George F. Monahan, Instructor in Romance Languages.

Silvio Bartolomei, Assistant Instructor in Romance Languages.

Thomas La Costa, Assistant Instructor in Romance Languages.

Milton F. Seiden, Assistant Instructor in Romance Languages.

T. G. Richner, Instructor in Spanish and German (Sept. 1, 1945 to June 30, 1946).

Richard L. B. Morfit, Assistant Instructor in Romance Languages (Feb. 1—June 30, 1946)

DEPARTMENT OF GERMAN

Leave of absence:

Johannes Nabholz, Assistant Professor of German. 1944–46.

Return from leave:

Johannes Nabholz, Assistant Professor of German. July 1, 1946.

Appointments:

Claude Hill, Assistant Professor of German.

Frederick W. Amann, Instructor in German.

Emanuel Salgaller, Instructor in German.

John Winkelman, Instructor in German.

Richard Kuehnemund, Lecturer in German (July 25, 1945–Aug. 9, 1946).

SWARTHMORE COLLEGE, SWARTHMORE, PENNSYLVANIA

Leave of absence:

Leon Wenselius, Associate Professor of Romance Languages. Continued on leave to remain in France, where he has been on military duty during the war.

Appointments:

Monique C. Bilbault, Instructor in Romance Languages.

Newell R. Bush, Instructor in Romance Languages. From Wheaton College (Illinois) and military service.

VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE

DEPARTMENT OF ROMANCE LANGUAGES

Return from leave:

Georges Bally—from military service.

C. A. Rochedieu, Assistant Professor of Romance Languages—from absence of two terms for research at the University of Washington.

Appointment:

M. Jean Autret, Assistant Professor of Romance Languages. From Mary Baldwin College.

UNIVERSITY OF VERMONT, BURLINGTON, VERMONT

DEPARTMENT OF ROMANIC LANGUAGES

Retirement:

Arthur B. Myrick, Professor of Romance Languages. July 1, 1945.

Promotion:

John B. DeForest—from Associate Professor to Professor of Romance Languages.

Appointments:

Malcolm D. Daggett, Professor of Romance Languages. September, 1945.

T. M. Webster, Instructor in Romance Languages. November, 1945.

Alan Roberts, Instructor in Romance Languages. April, 1946.

WAKE FOREST COLLEGE, WAKE FOREST, NORTH CAROLINA

Return from leave and promotion:

H. D. Parcell—to Professor and Head of Department of Romanic Languages. From military service.

Appointments:

Mason Lowe, Instructor in Spanish.

Cleo B. Tarlton, Instructor in French.

WASHINGTON UNIVERSITY, ST. LOUIS, MISSOURI

DEPARTMENT OF ROMANCE LANGUAGES

Promotions:

Herbert Dieckman—to Associate Professor of Romance Languages.

Bruce A. Morrisette—to Associate Professor of Romance Languages.

Bernard Weinberg—to Associate Professor of Romance Languages.

William E. Bull—to Assistant Professor of Romance Languages.

Resignation:

Professor Maurice Faure.

STATE COLLEGE OF WASHINGTON, PULLMAN, WASHINGTON

DEPARTMENT OF FOREIGN LANGUAGES

Promotion:

Edward C. Kundert—from Instructor to Assistant Professor of Spanish.

Resignations:

A. W. Bork, Assistant Professor of Hispanic American Civilization.

Mrs. Josephine A. McClaskey, Instructor in French and Spanish.

Appointments:

Donald F. Fogelquist, Assistant Professor of Spanish.

William B. Conner, Instructor in French and Spanish.

Mrs. W. W. Dils, Instructor in Spanish.

Miss G. Beryl Roberts, Instructor in French and Spanish.

WAYNE UNIVERSITY, DETROIT, MICHIGAN

DEPARTMENT OF FRENCH

Leave of absence:

André Delattre—to teach at American University at Biarritz (second semester—1945-46).

Promotions:

Jacques Salvan—from Assistant Professor to Associate Professor.

Arthur C. Turgeon—from Assistant Professor to Associate Professor.

Resignation:

André Delattre—to Pennsylvania State College (September 1946).

Appointments:

George P. Borglum, Professor and Head of Department.

Gerard Cleisz, Instructor.

John Prevost, Instructor.

DEPARTMENT OF GERMAN

Retirement:

O. P. Lienau (June 1946).

Return from leave:

Carl Colditz (Feb. 1946).

Leave of absence:

Edward J. Arndt—on military leave.

Carl Colditz—to teach at American University at Shrivensham and at Biarritz (first semester 1945-46).

Appointments:

Vladimir Bezdek, Assistant Professor.

Josef K. L. Bihl, Assistant Professor.

John Ebelke, Instructor.

DEPARTMENT OF RUSSIAN

Appointment:

Harry Josselson, Assistant Professor.

DEPARTMENT OF SPANISH AND ITALIAN

Return from leave:

Gordon Ray (February 1946).

Promotions:

Benjamin B. Ashcom—Associate Professor to Professor.

Gordon Ray—from Instructor to Assistant Professor.

Appointments:

H. N. Bershas, Instructor in Spanish.

José F. Cirre, Instructor in Spanish.

WESTERN COLLEGE, OXFORD, OHIO

DEPARTMENT OF GERMAN

Resignation:

Rudolf Syring, Associate Professor of German. To the University of Cincinnati.

Appointment:

Anna L. Ziak, Instructor in German.

UNIVERSITY OF WYOMING, LARAMIE, WYOMING

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES

Return from leave:

Adolphe J. Dickman, Head of the Department. On leave since 1942 in military service with armed forces overseas. After VE Day became Head of Modern Language Branch in Shrivensham American University.

Resignations:

Carle H. Malone, Associate Professor of Modern Languages. To Directorship of American Institute, Montevideo, Uruguay.

George Védier, Assistant Professor of Modern Languages. To the University of Cincinnati.

Promotion:

Bernice Udick—to Assistant Professor.

Appointments:

Arthur S. Bates, Assistant Professor of Modern Languages. From Cornell University.

Werner A. Mueller, Assistant Professor of Classical and Modern Languages. From Culver Military Academy.

William H. Nelle, Instructor of Modern Languages. From the University of California at Berkeley.

YALE UNIVERSITY, NEW HAVEN, CONNECTICUT

DEPARTMENT OF FRENCH

Resignation:

Wallace Fowle—to accept an associate-professorship in the Division of Humanities, University of Chicago.

Appointments:

Theodore Andersson, Associate Professor of French. From Wells College and the Department of State.

Kenneth Cornell, Assistant Professor of French.

Philip Wadsworth, Lecturer in French.

Instructors in French:

Robert Amadou, Jean Bruneau, Imbrie Buffum, A. E. Carter, Jean Collignon, Kenneth Dryer, Louis Hudon, Arthur Kurth, George May, William Patton, George Tyler.

Assistants in instruction:

Richard Anderson, Oscar Haac, Francis Jarlett, Reed Law, Chester Obuchowski, Charles Parnell, Irving Putter, Martha Putter, Warren Ramsey, Raymond Shipman, Charles Wahl.

* * *

The editor of *Hispania*, Henry Grattan Doyle, Dean of Columbian College, The George Washington University, returned in September from a trip by air of a little over five weeks during which he visited Colombia, Panama, Costa Rica, Honduras, El Salvador, Guatemala, and Mexico. The purpose of the trip was to visit American-sponsored schools in these countries on behalf of the Committee on Financial Aid to Schools in Latin America of the American Council on Education, of which he is chairman. He also visited Cultural Centers in most of the countries mentioned, and spoke at a number of meetings. At the conclusion of his address in Spanish on "La vida universitaria en los Estados Unidos" delivered at the National University of Colombia in Bogotá, on August 17, the Rector of the University, Dr. Gerardo Molina, conferred on Dean Doyle an honorary professorship in the University.

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• Reviews •

La République du Silence. Edited by A. J. Liebling and E. J. Sheffer. Harcourt, Brace and Company, N. Y. 1946. 468 pp. \$2.75.

This is contemporary history written by the people who made it. The editors have collected articles, stories, and letters written during the occupation by the men and women who worked in the resistance movement. Since most of the material was published by the clandestine presses, American students would have missed this very real picture of the French people's despair at the moment of defeat, and their courage and ingenuity in the second war they fought against the enemy. One is thrilled and horrified and uplifted as one reads these documents. The division of the selections into The Débâcle, The Beginnings of Resistance, The Resistance becomes general, Attempts at repression, etc. gives the chronology of attitude and effort in France during four years. One might call the volume "Handbook for organizing a resistance movement" or "Courage of a Nation" or, better, "Courage of the average Frenchman." It might do more to teach citizenship and coöperation than six years of classes in Social Studies. Mr. Liebling says that he likes and admires the French. When the reader finishes the book, he will be of the same mind, and will be likely to add Mr. Liebling to the list of those he likes and respects.

The editors have prepared this textbook for students who have had one year of college French or two years of the language in high school. The articles are tied together by comments, explanation of the chronology of events, and the motivation of certain articles. This part is written in English, as are numerous notes at the foot of each page. Many words and idioms are translated so that the student can read rapidly this account of events which have more of adventure in them than anything Dumas père imagined. Needless to say, the French of the articles is uneven in quality. The selections from books by Vercors, Kessel, Edith Thomas, and Aragon are examples of careful writing. Articles from resistance newspapers may have less "style," but certainly their sincerity and courage and their clear view of the goal to be attained make them examples of modern language used for communication of thought and emotion.

The editing is an excellent piece of work with complete vocabulary and notes. A college student who read *La République du Silence* this summer said, "Now I know what the occupation meant to the French, and the book made me think that even I might have the courage to work for what I believe in."

M. ANNETTE DOBBIN

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Albany, New York

ROUGEMONT, DENIS DE, *Lettres sur la bombe atomique, avec cinq illustrations par Matta*. Brentano's, New York, 1946.

This attractive little book of 163 pages on the unity of the world, by its literary charm and skill, reminds one of *Entretiens sur la pluralité des mondes* of Fontenelle. The letters, like the conversations, are addressed to a woman. One recalls also Madame du Deffand's *boutade* on Montesquieu's *L'esprit des lois*. However, it is unjust, considering the evident earnestness of the author, to dub the present work *De l'esprit sur la bombe atomique*. The wit is there, but mingled with a more recently vaunted quality. A fairer title would be *De la lucidité sur la bombe atomique*.

What has come out of the late war, queries Denis de Rougemont, what novel^{ties}? None, many would reply. Nothing but negative things: the material crushing of the Nazis, and ruins. His own answer is: the triumph of a régime, democracy, that no one who counts dares attack; an idea, the unity of the peoples of the planet; and an arm, the atomic bomb. The problem is to devise a world government that can avoid two risks: that of being too weak to govern effectively, and that of being too strong for national or regional liberties to survive. In *The Heart of Europe* (1941), the author, who is Swiss, together with Charlotte Muret, openly advocated a world organization on the model of Switzerland. In this later work, he does not mention his nationality. World federation, according to Denis de Rougemont, must be attained if we are to have peace and not universal destruction. However, he pessimistically sees many reasons why the world will not react according to its own best interests. Among them are man's fundamental but often unavowed fondness for war and, possibly, his secret desire to perish if it can be done *en masse*.

The book is easy reading and should be examined by teachers desirous of bringing into their classrooms subject matter of burning contemporaneity.

JOHN RICHARDSON MILLER

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Poughkeepsie, N. Y.

The French-Canadian Outlook, Mason Wade. New York, Viking Press, 1946.

An advance resumé of a more detailed and documented version on which Mason Wade is now working, *The French-Canadian Outlook* is, in the author's own words, "an attempt to show in brief why the French Canadians think and act in ways differing from those of English-speaking North Americans." It is a concise and timely analysis of the problems and complexes peculiar to America's oldest minority group and of their struggle to maintain their cultural distinctiveness in the midst of a large surrounding Anglo-Saxon group wishing to assimilate them. Mason Wade's education in New Hampshire among the Franco-Americans and his two years of study and research in Quebec as a recipient of several Guggenheim grants have enabled him to add valuable personal experience and background to a thorough knowledge of French Canadian history. He has had access to both the French and English viewpoints. The reader of this completely impartial and objective little study will gain a better acquaintance with the "Unknown North Americans" and a deeper understanding of the lasting effects upon them of the peculiar events and trends of French Canadian history. He will also acquire a valuable perspective in which to place properly other reading about the outstanding men and movements of the Province of Quebec.

Even the student of French Canada's history, however, will eagerly await the further clarification and documentation promised in the later and more ambitious volume, for many of Mr. Wade's terse statements lack sufficient explanation to be completely satisfying. The person without so much as a "nodding acquaintance" with French Canada and her history and problems may be somewhat baffled by a few of such brief declarations.

The author specializes in "debunking" some of the French Canadian "myths" which have been perpetuated by both French Canadian and English historians, a "debunking" which, in several cases, stands in need also of more ample documentation. For example, the merchants rather than the clergy are credited with being the leaders of the French Canadian national survival after the British conquest of 1759, although most reputable French and English historians have given almost sole honor to the clergy for this leadership. Mr. Wade has not taken time to prove his point.

Although both the student of French Canada and the general reader will wish for a little more amplification in a few places, both will find this able presentation an interesting, valuable, and enlightening contribution toward a better understanding of our French Canadian neighbors, whose history and problems have been traced from the French Régime down to the present. They will see how our neighbors on the St. Lawrence have been conditioned by their

unique history. They will find, in this volume of only 182 pages, a surprising amount of information told in an interesting and effective manner. Finally, they will be better citizens of America, for, comprehending better one of our gravest continental problems, they will be able to understand, rather than to blame, a much-misunderstood and an oft-maligned people. *The French-Canadian Outlook* will greatly reward the reader by giving him a deeper appreciation of Quebec, yesterday, today, and tomorrow.

RUTH B. KISTLER

State Teachers College
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HEBBEL, FRIEDRICH, *Maria Magdalena*. Edited by G. Brychan Rees. Basil Blackwell, Oxford. lx+135 pages. Paper, 8s-6d.

The English publisher Blackwell lists no less than 15 texts in a new series: Goethe's *Poems*,—*Urfaust* and *Faust*, *Ein Fragment*,—*Werther*,—*Faust Part I*,—*Dichtung und Wahrheit* (Selections), Schiller's *Kabale und Liebe*, Hoffmann's *Der goldene Topf*, Grillparzer's *Des Meeres und der Liebe Wellen*, Hebbel's *Herodes und Marianne* and *Maria Magdalena*, Keller's *Der Landvogt vom Greifensee*, Hofmannsthal's *Der Tor und der Tod*, Carossa's *Eine Kindheit* and *Verwandlungen einer Jugend*, Thomas Mann's *Tonio Kröger*. Here in America we have a score or so of new and revamped Elements of German under various titles, and besides Werfel's *Jacobowski und der Oberst* and a few minor items a new edition of *Emil und die Detektive*. The difference might well make us pause, not only teachers of German, but everybody interested in higher education.

The present text contains the complete drama, the lines numbered consecutively for more ready reference (an excellent idea even for a drama in prose) and the whole *Vorwort zu Maria Magdalena*. The introduction properly stresses the genesis of the play and quotes extensively—in German—from the *Tagebücher und Briefe*. Some 19 pages of commentary conclude the text. The editor has set his aim high. Much of the material presented is a bit difficult even for our first year graduate students, but it ought to be tackled.

In working through the introduction and the notes, I was disappointed. The editor's attitude to Hebbel and the drama chosen is hard and unsympathetic. He depicts Hebbel as a petty tyrant and offers no explanation how he thus could have gained faithful and devoted friends and later the love of a woman of the stature of Christine Enghaus. He quotes Hebbel's statement: "O wie oft fleh' ich aus tiefster Seele: O Gott, warum bin ich, wie ich bin! Das Entsetzlichste!" as condemnatory of Hebbel. Is it not rather the honest confession of a man that is striving to overcome his faults? Providence we are told will pardon a truly repentant sinner. The poem *Hab Achtung vor dem Menschenbild* is not so much addressed to Hebbel himself as to all mankind. It formulates the highest ethical law under whose disregard young Hebbel had suffered bitterly. Neither does Hebbel refer to himself when he says: "Es gibt keinen ärgeren Tyrannen als den gemeinen Mann im häuslichen Kreise." He had seen that in the case of his own father and not only there.

The editor very properly includes the poem *Versöhnung* in his introduction. The theme of the poem is that of the drama: a plea for the "fallen woman" (like Thomas Hood's *The Bridge of Sighs*). The very title of the drama is a bitter attack upon a society that degrades a Klara or a Gretchen to the level of a vulgar prostitute. (See Hebbel's sonnet *Die menschliche Gesellschaft*.) The editor seems to misunderstand the poem. How can he say: "The parents have no sympathy for the girl"? What the parents cannot give is consoling help: the social order prevents that. Only Heaven can help. Line 3 of the poem does not refer to the faithless lover, but to all mankind. And is it fair to say that Hebbel lacked finer sensibility in his attitude to the relation between the sexes? As early as 1842 Hebbel wrote in his *Tagebücher* (2559) "Hurerei ist die Sünde, die die Quelle des Lebens vergiftet; alle andere Sünden greifen nur Erscheinungen desselben an." See also *Gyges und sein Ring* and *Die Nibelungen*. Whether to Hebbel "intimacy" was a sin, depends on a variety of factors. For Klara he admits a "mini-

mum of guilt." She has given herself to a man that she does not, cannot love or even respect. That sin will exact retribution from her and from her child; (see *Tagebücher II* 3873 which takes up the problem from the other angle). Why only a minimum of guilt? Society, the whole *bürgerliche Moral* which has made a fetish of economic advancement and security and has made thrift the very core of its ethics is at fault, not the individual who is made the goat. But it must be remembered that the *Kleinbürger* was driven to this code by stern necessity: only by making thrift his cardinal virtue could he survive, could he take care of his family. In Leonhard this virtue has become a vice, it has crowded out every other consideration. His god is Mammon. But are Klara and Meister Anton "human brass" as the editor seems to think? The former rises to real tragic and heroic greatness as she takes her fate upon herself into her own hands. The latter is a grand old man, a towering rock of granite, loving his wife who is and has every right to be proud of her husband. The man who is willing to sacrifice the savings of a lifetime of hard work to save his old benefactor from the disgrace of bankruptcy and from suicide is not human brass, but one in ten thousand. At this point the editor misses even the outward facts of the play. Meister Gebhard and the apothecary (a "chemist" and not a mere "herbalist") are as the text clearly shows not one and the same person as Mr. Rees would have it. Meister Gebhard died years ago (l. 680 and ll. 695-706) and the apothecary is facing bankruptcy right now (l. 396 and l. 538) much to the concern of Leonhard. Anton had collected the money from the apothecary years ago and turned it over to Gebhard in his need. With his fine sense of decency and out of regard for his old master Anton kept the whole matter to himself. Tearing the note in two he placed it in the coffin so that old Gebhard could sleep in peace, all debts paid. And what about the stage direction in line 571? Anton "trommelt auf einer Kommode." He says to Leonhard: "Dass das Holz nicht durchsichtig ist, wie?" *Die Kommode in der guten Stube* was the place where valuable papers were stored. If wood were transparent Leonhard could satisfy his curiosity and decide whether he wants to stick by his engagement. At other similar points in the play the editor could have enlarged his notes. In line 81 a *Fahnenstück* is not a bit of finery, but a large and expensive item: in this case a white dress. Mr. Rees seems to have the idea that the poverty of Hebbel's own paternal home applies to the household of Meister Anton. *Das weisse Kleid* and the very fact that Karl can come in displaying a gold chain and on top of that try to get a *Taler* from his mother for bowling disprove that idea. By hard work Anton has secured for his family a fair degree of comfort. Line 187: the play does not take place in North Germany as Mr. Rees states. The place is: *eine mittlere Stadt*, whatever that may mean (a city of Central Germany? A city of medium size? I incline to the second interpretation). At all events it is a city in which both churches are represented. In the extreme North of Germany that is a rarity, but not in Southern Germany—Friedrich's small talk in the last scene of the second act results from the situation. He has come to ask Klara to marry him and she stands there like a stone image. And he is naturally painfully conscious of his attempt at making small talk to cover the embarrassment and quite naturally refers to this in a "für sich." Mr. Rees' reference to Shakespeare's more subtle psychology misses the point.

H. Krumm as well as the present editor miss the real purpose of scene 3 of the final act. It serves two purposes. One: Klara must have time for reflection. She has come to an impasse. And two: Leonhard's pettiness and heartlessness—to him a woman is only a means to secure for himself economic advantages—make this decision for her. She is through with him, and death is the only way out.

Mr. Rees misinterprets Anton's words at the end of the play. They mean simply this: in Anton's life up to now a woman who once had made a misstep was out, she could expect no mercy; every decent person would reject her. He feels keenly the disgrace that Klara has brought upon him. He was right—he now sees—when his suspicions about her drove him to hard and cruel words. And now this young man comes, upbraids him for his conduct, and were he not dying would marry Klara, pregnant from another man! This forces the bitter words from him: "Ich versteh die Welt nicht mehr." How can he understand this world

that goes contrary to his every ethical and moral concept? These last words are but the fitting and powerful climax of a long list of observations of his throughout the play.

The whole tragic development results from *die bürgerliche Moral*, from *die bürgerliche Welt*. The policeman's ire was aroused when Anton refused to clink glasses with him. Why? Not so long ago the *Gerichtsdienner* was a social outcast, an untouchable, along with the *Gevatter Fallmeister*. The editor's note misses this very evident point. A note should have been added about the *Kaufmann's* bourgeois fear of public opinion. His futile attempts to shield his kleptomania and insane wife resulted in Karl's arrest.

While the text itself is fairly free of misprints, these abound in the introduction and the notes. They need to be carefully proofread for any second edition. The introduction and the notes should be carefully revised.

FRIEDRICH BRUNS

University of Wisconsin
Madison, Wisconsin

DE SIMONE, JOSEPH FRANCIS. *Alessandro Manzoni—Esthetics and Literary Criticism*. S. F. Vanni, New York, 1946. Price: \$5.00.

Mr. De Simone has written a very informative book on Alessandro Manzoni. He modestly states that his objective in writing this book is to introduce Manzoni to the English-speaking public. On this score he has fulfilled his task very well, indeed. The reader is acquainted in a very clear manner with Manzoni's life and works as well as, and particularly, with his ideas.

Mr. De Simone is well-prepared for such a task. His selected bibliography shows discrimination, and he has perused the important critical works on Manzoni by De Sanctis, Scherillo, Zumbini, Citanna, and Momigliano. Mr. De Simone follows the conventional division of Manzoni's biography into conversion, contacts with romanticism, and the long periods of apparent inactivity from about 1830 to 1873, the date of his death.

It seems to this critic that Mr. De Simone has presented very convincingly the question of Manzoni's conversion to catholicism. He has also discussed in a competent way Manzoni's contacts with European and Italian romanticism. He appears to us to have been less convincing with the period of long silence that followed the publication of *The Betrothed*, the novel that made Manzoni famous all over Europe. Mr. De Simone could have drawn on Manzoni's biography to explain the puzzling situation of a great and famous man who, for almost fifty years, did not produce any writing of real value. The early death of his wife and of five of his children paves the way to an understanding of the inner life of Manzoni. Manzoni was an extremely sensitive man, sensitive to the point of being neurotic. He is said to have been afraid of walking in the streets of Milan; he was fearful that high buildings might fall and crush him. Modern biographers have also stated that he took a great interest in spiritualism and séances. It is hard to believe with Mr. De Simone that the silence of Manzoni was produced by an overdose of moral sentiment. To Manzoni, art was an integral part of the reality of living. He rejected the fables of pseudo-classicism and replaced them with historical events in his system of esthetics. Endowed with an extremely logical mind, he saw the futility of seeking reality in art when he could and should achieve it in his daily existence and in his self. There was in him a certain amount of egotism, too, in his longing for peace and tranquility. His letters are the best means whereby we can penetrate the self-imposed serenity of his countenance and reach the torment of his lofty mind. In the third period, life and literature are fused into one activity; and, for this reason, looking at him in retrospect, one sees his clear-cut profile much as one would in looking at a character of fiction.

Mr. De Simone's book offers a notable contribution in presenting Manzoni's ideas concerning Italian, French, English, German, and Spanish literatures. This section constitutes the main part of the book. We beg to disagree with Mr. De Simone, however, concerning his statement that "In the case of the Italian Renaissance, we can say without fear of contradiction that Manzoni possessed an inadequate knowledge of it" (page 155). On the con-

trary, Mr. De Simone's discussion of Manzoni's opinions of numerous Renaissance authors shows that his knowledge of the movement was very wide and thorough. In dealing with the Renaissance authors Manzoni followed his belief that real thought is the backbone of great literature. Whenever he found works that under the veneer of form hid vacuity, he did not hesitate to state this fact. Who could disagree today with Manzoni concerning his opinion of Sannazzaro's *Arcadia*, of Girone Cortese or of the critical writings of Castelvetro and Scaligero? Indeed, we venture to say that any new evaluation of Italian literature must follow the attitudes that Manzoni expressed in his writings and that Mr. De Simone has so ably presented in his book. Mr. De Simone's manner of writing is unusually attractive because of the philosophical vein that permeates his criticism.

D. VITTORINI

University of Pennsylvania
Philadelphia, Pa.

PREZZOLINI, GIUSEPPE. *Repertorio bibliografico della storia e della critica della letteratura italiana dal 1933 al 1942*. S. F. Vanni, New York, 1946. Price, \$12.50.

This is the first of two volumes compiled under the guidance of Professor Giuseppe Prezzolini of Columbia University. It contains bibliographical material of Italian literature from 1933 to 1942. The second volume is in print now, and it will be ready by the end of this year. Two other volumes, published in 1937, contain bibliographical material of Italian literature from 1902 to 1932.

We should be very grateful to Professor Prezzolini for his work. The perusal of this, as well as of the previous volumes, amazes one by the vastness of the task and the accuracy with which the work has been conducted. The workshop of Professor Prezzolini is the Casa Italiana of Columbia University where he and his pupils check ninety periodicals and single out material connected with the history and criticism of Italian literature. The periodicals checked are Italian, German, English, American, French, and Dutch, as well as those in Latin. By such a comprehensive check, the *Repertorio bibliografico* informs us of the minutest contributions to Italian literature in the fields of history and criticism. The material is arranged alphabetically, both as to general topics and to authors. In the case of important authors, the bibliographical material is subdivided according to the various aspects of the criticism of the author in question. Thus, in the case of Giacomo Leopardi, the bibliography dedicated to him is distributed in twenty divisions, ranging from editions of his works to critical contributions to each work and to such headings as philosophy, politics, language, and history of astronomy. The difference between this work and most bibliographical manuals lies in the fact that when works have been directly consulted by the compiler (and this is often the case), a brief but careful and detailed criticism of the work is offered.

It is hardly necessary to state that we believe that such a book should be not only in our public libraries, but also on the shelves of every serious student of Italian literature.

D. VITTORINI

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Philadelphia, Pa.

LOPES, ALBERT R., AND THOMPSON, FRANK R., *Buenos días*. New York: F. S. Crofts and Company, 1946. Price, 50 cents.

Spanish instructors who, for many reasons, find it expedient to make radical changes in teaching procedures, and yet feel the inadequacy of present-day readers and grammars, will gratefully welcome this most interesting booklet of forty-eight pages; it offers a splendid opportunity to experiment in a modest way with the increasingly popular "learning by talking" method. Although unpretentious in appearance, *Buenos días* is a definite contribution to the ever-growing bibliography of texts devoted to advance conversational ability.

This work is based upon two pedagogically and psychologically sound principles: (1) memorizing and repetition are among the most efficient facts in successful language learning; (2) at the start it is important that the dialogues be short—rarely over 35 to 50 words. *Buenos días* consists of sixty-six "One-Minute Dialogues" of four or five lines. These very useful sentences acquaint the student with conventionalized expressions of wide application; hence they provide a flexible core for meeting such basic language needs as pupils are likely to encounter in actual life situations, i.e., how to ask for assistance, answer questions dealing with personal matters, conduct oneself at a social function, get out of a railway station, reach one's hotel, engage a room, and order a meal. The English translation following each dialogue is a commendable feature; it assures comprehension and easy memorization of the spoken Spanish idiom, and solves the time-consuming problem of enervating vocabulary thumbing.

This little manual has been well prepared. The typography is excellent. The proof-reader is to be commended for a pleasing lack of typographical errors. If judged strictly by present-day standards of textbook editing, *Buenos días* has one defect: it has no illustrations.

In conclusion, these brief dialogues provide, in compact form, basic material for spoken Spanish practice in beginning courses; they can be recommended without reservation as a solution for the problem of a real oral basis. They should provide students as well as instructors much enjoyment and a pleasant change. Of a certainty, *Buenos días* will satisfy pupil interest in conversation, serve as an incentive to effort, and give satisfaction in achievement.

EDNA LUE FURNESS

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CROW, JOHN A., *Federico García Lorca*, Los Angeles, University of California, 1945, pp. 116. Price, \$2.25.

Professor Crow states his qualifications and purposes for the present study in the opening paragraph of his *Foreword* (pp. 3-8):

"García Lorca spent the scholastic year of 1929-1930 in John Jay dormitory at Columbia University, New York City, where he occupied a room only a door or two down the hall from my own. He knew few Americans in the city, spoke almost no English, and as a result we were thrown into a very close relationship. I frequently served as guide when he travelled about the city, and he often came to my dormitory room to chat. Sometimes he stayed many hours. One of the principal reasons for writing this study is to present the poet and his works as he presented them himself through these intimate contacts."

The *Foreword* continues with a recollection of the reactions of the youthful Spanish poet to North American life, as he encountered it in New York. Many customs remained incomprehensible to him, just as his egoism "was at first somewhat telling on Anglo-Saxon nerves."

Poetry (pp. 9-56) portrays García Lorca as the contemporary poet of folk poetry written in accordance with "la tradición viva popular." As such a poet, his influence was reflected by writers of both Spain and Spanish America, and his appeal was for the masses as well as the select few. Professor Crow considers the poet's first work, *Impresiones y paisajes* (1918) "of very little worth," but he finds that the author's second book, *Libro de poemas* (1921) "shows the road Lorca must follow," and his *Primeras canciones*, "written in 1922, but not published until 1936 . . . serve further to accentuate the popular nature of Lorca's muse." Lorca's third book of poems, *Canciones*, written between 1921 and 1924, is found to possess an improved technique, even though there remains "some immaturity of feeling." Professor Crow considers the writer's poetic maturity attained only in 1924-1927, the time of the composition of *Primer romancero gitano*. "Lorca's poetry now has a metallic ring and sheen to it. The lines are sure and absolutely sincere. The pictures are quick, graphic, and beautiful. He possesses a rich mixture of dramatic and lyric power rarely encountered in one poet. There are no hackneyed adjectival phrases in his verses, and if at first some of the metaphors seem a bit

grotesque or unusual, when one falls into the proper mood they sound like coins of pure silver on Spanish marble."

Dramatic Works (pp. 57-99) presents a detailed analysis of each one of García Lorca's dramatic compositions. Lorca is found to be entirely different from other contemporary dramatists, and his dramatic compositions are found "permeated with the breath of the *cancioneros*, ancient Spanish balladry, and the *cante jondo*."

The Death of García Lorca (pp. 100-104) records the various inconsistent reports concerning the details of the poet's execution by his political opponents.

Stature and Influence (pp. 105-113) traces the enthusiasm for the poet which continued in France, England, and the United States for ten years after the assassination of the writer. The lasting influence of García Lorca was felt in Spanish-America. "In summary García Lorca's appearance on the literary horizon in Spanish-America gave new impetus to popular elements, stirred the revolutionary cove of younger writers, made traditional meters triumph over sorry belated romanticism, classicism, and modernism, unified hitherto divergent and incompatible elements in the Spanish-American parnassus, forced the total flow of Spanish-American poetry into the maelstrom of popular imagination and contemporary life. The Lorca technique became as well known as had the Darío technique before it."

In the *Bibliography* (pp. 113-116), intended to be selective only, important items appearing after 1941 are listed, and the reader is given a chronological list of the poet's original works.

Professor Crow has written a study of importance in a style that sustains the reader's interest, and in a scholarly manner that meets the requirement of the most exacting. His work is one which should be made accessible for every student of Spanish and Spanish-American poetry.

VIRGIL A. WARREN

Bowling Green State University
Bowling Green, Ohio

SENDER, RAMÓN, *Crónica del alba*. Edited with Introduction, Notes, and Vocabulary by Florence Hall. F. S. Crofts and Company, New York, 1946. xxi+167 pages plus vocabulary. \$1.75.

Sender's quietly paced book seems certain of welcome by generations of readers to come, as one of the most charming and unique books in the Spanish language to appear in our time. Printed in Mexico in 1942, the *Crónica* has a timeless quality, and will be as readable in 2042 as now. Regarding the relation between the Mexican printing and the present edition, the editor writes (Introduction, p. vi): "It [her edition] is complete, since the several passages omitted have been deleted at the suggestion of the author himself who considers this edition as definitive."

As the title suggests, the book is a record of the experiences of a youngster, a lad of ten who lived in Sender's own Aragon, at an undefined time which must have been just a few years before the outbreak of World War I. The Chronicle is set in the framework of a French concentration camp in 1938 and 1939, where a Spanish Republican refugee is depicted as bereft of hope after the collapse of the Republic; he retreats behind the walls of childhood memories, which he records before his death in November, 1939. With this background, it is natural to seek in the *Crónica* itself something foreboding and prophetic, but the editor herself had not insisted on any such connection, contenting herself in her Introduction with factual information about Sender and with quotations from various sources as to the writer's genius. She is altogether wise in *not* viewing the book as a revelation of a hero in the bud, for it has no such apocalyptic mission and would in fact lose in its peculiar appeal if it did. Whatever be one's respect for Sender the man, and however amazing be the emergence of such a book as this from defeat and exile, the work must finally stand on its own merits as a perceptive account of boyhood.

Sender has succeeded completely, it seems to me, in creating *from within* the world which his youthful protagonist occupies. The author makes us feel that this world follows its own orbit in obedience to laws of its own, laws which are entirely orderly and reasonable—this ten-year-old is no Peck's Bad Boy—but which operate in a different rhythm than those of the adult world. As a consequence of this lack of synchronization, the youngster is continually colliding with some adult, try as he may to avoid such collisions. The unpleasantnesses which follow are as inevitable as they have been unforeseen, and are faced or evaded by whatever inner resources the boy can summon, with no Mickey Rooney precocity or brashness.

By way of illustration, there is one ironical sequence in which the ten-year-old is taken to a doctor's office by his poor father, who is satisfied his son is crazy after viewing the latter's signaling gestures conducted on the roof of their home in a darkness illumined by the son's flashlight, while the boy is conveying important information to his girl playmate who (he hopes) is observing his posturings from her own roof through field-glasses. Unknown to the father, the son has a piece of shot in one thumb, the result of proving to another small boy that the latter's gun was really no good by putting his thumb over the opening of the gun and ordering the other boy to fire, which the boy had done. The doctor operates to remove the shot without anesthesia, praises the boy for his courage and rebukes the father for not having brought his son around sooner. The father departs, thinking perhaps *he* is the one crazy, as the boy refuses to divulge the source of the shot. The boy seems to feel, as the reader does, that a fine point of honor and pride is involved which the father wouldn't understand and would probably ridicule.

In general, the annoyances caused his elders by the boy's attempts to lead his own life, which is all he desires to do, are more closely plotted and integrated than in the Mark Twain boy-classics, comparison with which is inevitable. The casualness with which the youngster and his associates do and say things which are reasonable to them but disconcerting to older persons, is accurately and sympathetically caught by Sender. There is great variety of episode within the book's simple pattern, revolving about the "engagement" (*noviazgo*) of young Pepe and his little playmate, Valentina: the boy's experiences with his teacher, his "hunting" victims, fights with rival gangs of boys, his methods of courtship and his mixed bashfulness and boasting with Valentina, his escape from home, and his adventures in certain underground passages existing under an old castle in which the boy's family spend the summer. Like healthy young boys the world over, Pepe is occasionally angry enough with some meddler, usually an adult, to want to kill him or blow his house up, not as a prank, but as a natural return for a hurt received. These homicidal impulses fade away; indeed, they reveal a kind of innocence of death and devastation; for on the one occasion when Pepe thought he had contributed to his "hated" sister's fall down a considerable incline, with possibly fatal consequences, the boy is too horrified to even speak when she falsely accuses him of throwing her down. On this occasion the father, whom Pepe regards as his special persecutor, defends his son by telling the sister she shouldn't invent such fantastic tales; and Pepe confides to the reader that perhaps he and his father may yet become friends at some distant day: the old man clearly has glimmerings of common sense once in a while.

The *Crónica* hardly needs annotating. What notes it has are footnotes. The book has a beautiful cover design, appropriate in imagery and colors to the story. The editor has apparently not wished to reduce this little classic to the level of a conversation-text, and no deadening exercises have been appended. In the Preface, the belief is stated that the book is sure to become "a favorite among high-school youth who have completed their elementary training in Spanish." This might well occur, if the book were ever to reach such readers. However, the editor has not bowdlerized, and certain words and *conceptos* are found which might give pause to those who select books in localities where Mrs. Grundy's influence is strong.

I think the book's most likely reader will be "the more mature college student," to use the editor's phrase. It was used this summer in a third-year college class, and several students, fascinated by the book and wishing to read more about it, sampled the "Critical Opinions" listed in the Bibliography. One sampler found the review in *Commonweal* of the English

translation grudging and weaseling, and wondered why! Which suggests that the *Crónica del alba* will please students who read it, and will probably not be read at all by other students if their preceptors can prevent it.

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SHEVCHENKO, TARAS, *The Poet of Ukraine*. Selected Poems. Translated with an Introduction by Clarence A. Manning. Ukrainian National Association, Jersey City, New Jersey.

"It required the work of a master to put the new Modern Ukrainian literature on its feet," says Professor Manning in his introduction when he describes the literary scene on which a great poet, Taras Shevchenko (1814-1861) suddenly appeared. To translate him into English verse also required the work of a master who would at the same time be a scholar, a linguist and a poet. Manning's English version is faithful but never pedestrian. It keeps all the flower of the original, its imagery and metaphores, its rhythm and, what is most difficult, the familiar aspect of the personal touch in Shevchenko's poetry, the cosiness of these verses describing the hut and the cherry orchard nearby. In his previous works Professor Manning showed himself an enthusiastic champion of the Ukranian cause, the "submerged nation," and in his translation he feels in unison with the Ukrainian bard, because of the denial of independence and liberty to his nation.

Although it has been said that the early works of Shevchenko are still reminiscent of his elders: Burger, Mickievicz or Zhukovsky, yet while reading him in the original text or in the present translation, one subscribes to the assertion that he is far more modern than most of his contemporaries. Therefore the 150 pages of *Selected Poems* are not an exhumation but belong to the timeless poetry of the human heart and cannot leave the reader indifferent to them.

Here is an example—the Dedication to *Kobzar* (1840) in Professor Manning's translation

"Songs of mine, O songs of mine,
O my flowers, children,
I have reared you, have caressed you,
Whither shall I send you?"

The book contains a biography of the poet in which the influence of Russian revolutionaries on Shevchenko is given some prominence, but one looks in vain for any reference to his writings in the Russian language. According to the biography, he was a bold and defiant revolutionist in the ideal sense of the word, but avoided political revolution.

The famous poem "Mary" was accused by some of containing blasphemy while others saw in it only an attempt to humanize the sacred story, as perhaps under the influence of David Strauss's *The Life of Christ*. In the translation now reviewed, the poem lost the last ten lines under self-imposed censorship. But the choice of the prelude alone from the long poem *Haydamaki* seems justified.

One may regret the lack of a short glossary or ample notes with which even translations into Russian of Shevchenko's poems are usually provided. What is a *Lyman* for an American reader? Or a *Zhupan*? What may he say when he reads: "*Tma* and *mna*, I know, but *oksiyu* I cannot explain it"; what are the *kilims* and the *Great Luh* and *kalyna*? Reference to Count *Lakhtenberg* (p. 22) instead of Leuchtenberg, who was president of the Academy of Fine Arts, and of Franciszek *Lampa*, son of the famous painter J. B. Lampi and teacher of Shevchenko in Warsaw, are only minor faults of the book, compared to a total picture of a poetical version, possessing care, fluidity, concision and fidelity, with hardly a verse contradicting these achievements.

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PATTEE, RICHARD, *Introducción a la Civilización Hispanoamericana*. New York: D. C. Heath and Company, 1945. Pages xl+304. Price, \$1.80.

Pattee's excellent book, divided into nine chapters, presents in great part the material he got together for a series of lectures that he delivered at the Middlebury Summer School.

There is in this country among otherwise well informed people the impression that Spain had shown no ability whatsoever in handling the affairs of her colonial empire. And there is also among the Latin American peoples a general feeling that Spain cared only for whatever she could squeeze out of her colonies in America.

Dr. Pattee brings out in a strong, clear way the view that refutes the lack of interest in her colonies on the part of Spain. Indeed, he praises a great deal some of the measures taken by the Spanish Government to safeguard the economic and spiritual welfare of the people of her colonies.

For one, take the problem of the mixing of the whites and Indians in several of the countries having large Indian population. We have often heard the view that whites and Indians mixed because the white men did not bring their women with them. Dr. Pattee attributes the mixing of the two races to a great extent to a conscious effort on the part of Spain: "To efface as far as possible the terrible differences which friction and strife produced." It is one of the greatest glories of Spain and Portugal, says Dr. Pattee. "It incorporated all the peoples of her Empire beyond the Seas, to her life, to her soul, to her culture, to her religion, and to her language."

Contrary to the general belief that Spain had kept her colonies in ignorance, Dr. Pattee reminds us that Spain gave also to her colonies her books and her culture. We owe much to Dr. Irving Leonard for the clarification of this view, and maybe Dr. Pattee should have included Leonard's articles in his Bibliography, dealing with this topic.

Dr. Pattee's book devotes considerable space to the Spanish background of Latin American civilization. He knows that in spite of the innumerable books coming out of the presses of the country about Latin America, we still hold on to old prejudices. And he asks us to approach the subject free from preconceived ideas.

We learn at the very outset that Latin America can not be dealt with as a single unit. Five are the regions which have characteristics in common. These are: (1) The River Plate Region, including Argentine, Uruguay, and Paraguay, (2) the Andean Region, from Chile to Venezuela; (3) Brazil, a separate entity; (4) Mexico and Central America; and (5) the islands of the Antilles.

In these various regions, Dr. Pattee makes a scholarly study of the Latin American man, which is the product of different races in several countries, and as such, may differ materially. Dr. Pattee, however, does not overlook the fact that he can not separate man from his geographical and historical surroundings.

That well known tendency of Latin American executives to develop into dictators is presented in a brief but comprehensive discussion of a number of the most renowned dictators, and as Dr. Pattee expounds his views, we might suspect that he has a special preference for that controversial figure against whom Montalvo directed his heaviest attacks, Don Gabriel García Moreno, of Ecuador. "Es un hombre de una limpieza de conducta a toda prueba," he tells us.

Our author deals at length with the economic, religious and cultural life of Latin America, and he brings into his discussion a wealth of information gathered from reliable sources and presented in a logical and reliable manner.

The last part of the book presents the international relations of the Latin American Nations, as it affects their relations with the European countries, and especially with the United States. . . .

The language of this book betrays its composition. It sounds like the language that a good speaker might use in lecturing in public. And it reminds us that Dr. Pattee is a good public speaker. While the vocabulary would not be easy to reproduce, the book is easy to read, and the material is very enlightening, and is presented in an enjoyable way.

Dr. Pattee's book is quite complete. It has a bibliography, a list of important names and subject material, and a vocabulary. There are many illustrations and six maps.

Altogether, this work is the most comprehensive, one of the most accurate, and most readable of the various texts dealing with Latin America.

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PARKER, FAN, *Vsevolod Garshin. A Study of a Russian Conscience*. King's Crown Press, New York, 1946. Pages viii+88. Price, \$1.75.

This is a critical study of one of the *dii minores* of Russian nineteenth century literature, founded not only on his brief production—he died at the age of thirty-three, a victim of mental derangement whose sad end had much in common with that of van Gogh—but also on his letters which remained unknown to his previous biographers until they were finally completed in Volume III of his works, in the Academic edition of 1934.

The appearance in English of this slender volume, which pretty well exhausts the subject, may have been prompted by the fact that no evaluation of this famous Russian short-story writer exists in America, except the study by C. A. Manning "The Guilty conscience of Garshin," in the *Slavonic Review* of 1931. After establishing the moral climate of Garshin, as that of compassion and sense of justice, inferring also that of guilt, the study under review proceeds, by comparing Garshin to other contemporary writers who found themselves in harmony with these human motives: Andersen, Turgenev, Dostoevski, and also Leo Tolstoy, who, like Garshin, was a participant of military campaigns. With a few pages on the craftsmanship of Garshin, his characterization is fairly well balanced and rounded.

One may fully subscribe to the definition of his place in Russian literature as a writer who "turned Russian fiction away from purely social content to the problems of the individual" and who, in his writings at least, brought about "a harmonious working relationship between intellect and emotion."

It may be regretted that the author does not refer to the modern valuation of Garshin and the party line towards his muse, in the U.S.S.R.

An American reader may wonder what the author meant when writing of the *Will of the People* "to which most of the famous assassins of Russia belonged."

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PAVEK, WILLIAM J., *200,000,000 Slavs Need a New Alphabet*. S. J. Blech Publishing Co., Detroit, Michigan. Pp. 105.

This little volume consists of two distinct parts, the first of which is a provoking political pamphlet which begins with a study of modern conditions of the Slavic nations and of their languages. The author, writing in 1940, warned against "extreme patriotism to one particular language or dialect, as a folly, and not a virtue." He says not all languages lend themselves to expressing profound philosophical or scientific ideas, nor are they adaptable for modern commercial use. He adds that further improvement of Slavic languages in the direction towards which the Bulgarian language has moved, seems very desirable and that therefore Modern Bulgarian should be taught in all universities and in the higher institutions of learning of the Slav nations. He suggests that the Slavs, especially in Yugoslavia, the Czechoslovakian lands and Russia consider Norway as an example because of her plans for coping with a situation which involves an excessive number of dialects and languages, but permits a gradual and painless reduction of their numerous tongues and their merging into one national language. This process will require about one century. Stressing the unity and consolidation of culture

and tongues, the author sees the Slav people favorably situated in this respect and the rapprochement of all of them into one gigantic group as feasible. As soon as one learns the orthography and phonology of one Slavic language, the amazing similarity of all the others begins to unfold itself, especially as far as the written language is concerned, when variations of accents and pronunciations do not intervene. The lack of a standard alphabet system is deplorable and considerable trouble by foreign interests was generated in the past due to these linguistic differences, subjugations and denationalizations, with ensuing cultural setbacks; such have been the historical cycles, with only short periods of independence.

The author suggests to the Slavs of Central Europe that they recognize the advantages of unity and consolidation and of a common cultural language in areas where Slavs are in the majority. At this point he says that he does not advocate the complete union in one state nor does he promote any political change of any sort for the present (written in 1940) except liberation from foreign domination. The improved standardized alphabet and gradual unification of culture seem to be sufficient to ameliorate relations between Slav nations of the area. Previous attempts failed, according to him, because political changes were the primary objectives. The so-called Pan-Slav movements were instigated by leaders of the majority groups, and, as they were of a purely political nature not involving cultural unification, they were doomed to failure, as impractical and one-sided. In the case of the non-Slav minorities of the U.S.S.R., he sees a danger in the Soviet encouragement of native tongues, unless sufficient instruction in Russian is given, showing to the minorities the superior features of Russian for use as a State language or as a general cultural language. He favors (writing in 1940) the more recent developments, resulting (prior to the German invasion) in a reunion of the Baltic countries and Russia, and he seems to be on the side of economic and cultural blocs.

This is a most objective concise report of the first part of the volume, criticism of which is not the business of this reviewer.

In the second part, the universal panacea, the standard alphabet for the Slavs is discussed. The great variations of Slavic alphabets come from the use of Latin type characters by some, and Cyrillic ones by others. Mr. Pavek sets up principles for a good common alphabetic system: phonetic clarity and comprehension are his main aims. In order to avoid the use of diacritics, or certain marks common to many languages, which pock-mark the appearance of the pages, the book under review promotes a very ingenious marking system with modifications of the transcription of alphabetic letters and of lines forming them. It plans "accenting" typewriters and composing machines, like linotypes, and goes into the study of its practicability from the typographer's point of view.

After having established the proposed alphabet on p. 62, the author presents in the last chapter a group of Nigrin transcriptions and transliterations of the introduction to the Lord's Prayer out of the Czech Grammar by O. Stěpánek in six Slavic languages and repeats three of them according to his system. There is a noticeable decrease in the use of diacritics and an increase in similarity of language texts. The standardized alphabet will make it possible to combine vocabularies in one dictionary, and there is no end to the game of variations and improvement. It is a step towards the "World Phonetic Alphabet" and it is noteworthy that a third edition of this project by J. B. Parsell (Parsell, 1400 Linwood Blvd., Kansas City 3, Mo.) has just appeared.

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• Books Received •

MISCELLANEOUS

- Valentine, P. F. (ed.), *Twentieth Century Education*. Philosophical Library, New York. Price \$7.50.
- Radford, Edwin, *Unusual Words*. Philosophical Library, New York. Price \$3.75.
- Grierson, Herbert, J. C. and Smith, J. C., *A Critical History of English Poetry*. Oxford University Press, New York. Price \$5.00.
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- Paul-Boncour, J., *Entre deux guerres. Souvenirs sur la Troisième République. Les lettres républicaines 1877-1918. Tome I*. Brentano's, 1946. Price \$2.00.
- Weiss, Louise, *La Marseillaise II—Le jour de gloire est arrivé*. Brentano's, New York, 1946. Price \$2.25.
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- de la Parra, Teresa, *Blanca Nieves y Compañía*. Edited by García-Prada, Carlos. D. C. Heath & Co., Boston. Price \$1.38.
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- Turk, Laurel Herbert, *Así se aprende el español*. D. C. Heath & Co., Boston.
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- Hespelt, E. Herman (ed.), *An Anthology of Spanish-American Literature*. F. S. Crofts & Co., 1946. Price \$5.00.
- Amner, F. Dewey, Staubach, Charles N., and Barr, Glenn, *Revista de América—Segunda Serie*. (An anthology from Spanish-American magazines.) Ginn & Co., New York. Price \$1.60.

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